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ABSTRACT

This report presents a synopsis of grants awarded by the U.S. Office of Special Education Programs from FY 1990 through 1999 to encourage the further development of skilled doctoral and postdoctoral level special educators and related services personnel. Doctoral level training grants typically propose programming for the preparation of a truly integrated professional. Postdoctoral training applications provide training in such areas as new technology and innovative approaches to training special educators and related service personnel. Postdoctoral-level training recognizes the need for continuous updating of the professional knowledge and skills of leadership personnel. Analysis of the leadership grants indicates: (1) a sharp decline in applications submitted to the leadership competitions from FY 1992 to 1998; (2) a decrease in the number of training programs that award only doctoral degrees; (3) significant decreases in the number of students being trained in certain discipline areas, particularly augmentative communication and audiology/hearing impairment; (4) increases in training in school reform, administration, psychology, collaboration, autism, transition, and programs with a minority emphasis; and (5) a decrease in the number of new and continuation grants funded. The report summarizes highlights of new leadership grants for each fiscal year from 1990 through 1999. (CR)

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ED 433 664

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION PROGRAMS
DIVISION OF RESEARCH TO PRACTICE

LEADERSHIP GRANTS FUNDED FROM 1990 - 1999

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Revised July 12, 1999

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INTRODUCTION

The Preparation of Leadership Personnel recognizes the need for skilled doctoral and post-doctoral level special educators and related services personnel, as well as their importance to the continued growth and availability of quality services for children with disabilities. Doctoral level training grants typically propose programming for the preparation of a truly integrated professional. Postdoctoral training applications provide training in such areas as new technology and innovative approaches to training special educators and related services personnel. Postdoctoral level training recognizes the need for continuous updating of the professional knowledge and skills of leadership personnel. Such training may be designed for scholars, education practitioners, and other postdoctoral professionals involved in the education of children and youth who have disabilities.

The information on the following pages is a synopsis of doctoral and postdoctoral grants from FY 1990 through FY 1999. The section on Highlights of Leadership Grants includes a synopsis of grants funded since FY 1990. Throughout the narrative, FY refers to the Federal Government's Fiscal Year, which runs from October 1 of each year to September 30 of the following year. Some information was not available for FY 1990 and FY 1991. In instances where this information was not available, data will be presented from FY 1992 through FY 1999.

About seven years ago, students enrolled in administration or supervision programs at the advanced graduate level (Master/Specialist) were allowed to receive funding under the Leadership Competition. The logic behind the decision was that administrators are considered to be in leadership positions. However, the number of Masters or Specialists training programs in special education administration that were actually funded have historically been only a few each year. Therefore, these numbers have little effect on our analysis.

School restructuring/reform continues to be a main driving force in special education. This interest area is clearly reflected in the number of applications submitted to the Leadership Competition each year. In FY 1992, the number of applications submitted to the Leadership Competition was 3, in FY 1993 the number was 5, in FY 1994 the number was 7 and in FY 1995 the number jumped to 21. In FY 1996 the number decreased to 16. In FY 1997, 1998 and 1999 the number of applications submitted was 11, 6, and 13 respectively. One reason for the decline in FY 1998 was due to the fact that only 57 applications were submitted compared to 74 in 1997 and 77 in FY 1999.

Issues

There have been some issues related to leadership in general and the Leadership Competition in particular that have been raised by both staff and colleagues in the field. One of these issue's, viz., "service obligation" has been implemented as policy by OSEP within the past year. Students receiving financial assistance from OSEP grants must work in special education or related services for a specified number of years or pay back the financial assistance received from the grant. The remaining issues below still provoke discussion.

- Should there be some guidelines on minimum standards to qualify as an acceptable doctoral

training program in order to receive funding from OSEP (For example, the number of students graduated, number of hours, number and type of courses, number of faculty and number of students currently enrolled)?

- ❖ Should there be guidelines and minimum requirements in doctoral training programs that only have an emphasis in special education or related services or are university affiliated programs?
- ❖ Should nondoctoral programs in administration be allowed in the Leadership Competition?
- ❖ Should doctoral programs be funded that are not school oriented?
- ❖ Should postdoctoral programs continue to be funded?
- ❖ Should doctoral programs be funded that are not training individuals strictly for leadership positions?
- ❖ Should there be competitive priorities and if so in what areas? How should areas be determined?
- ❖ Should "newness" or "improvement" in doctoral programs be a requirement?
- ❖ How do you determine whether an existing program is improved enough?
- ❖ What does "new" mean?
- ❖ Can a program be considered new if it is an existing program but new to the competition?
- ❖ Is it preferable to have fewer awards but significantly higher funding amounts for each grant (e.g. $200,000)? Or, is it preferable to have more grants funded but for lesser amounts?

The Leadership Conference is an appropriate place to discuss the above issues as well as others that might shape future directions and initiatives in special education by OSEP as well as Institutions of Higher Education. Any suggestions or recommendations from the field are appreciated.

The following paper analyzes leadership grants funded by the OSEP since FY 1990. However, most of the data that is available begins in FY 1992. We will include 1990 and 1991 data where it is available.

I. New Grants - Fiscal Years 1990 - 1999

Table 1 indicates the number of ***new*** applications submitted from FY 1990 through FY 1999 (in parentheses), the number funded, funding amount and amount budgeted for each year. It should be noted that the amount funded exceeds the amount of funding that was available in FY 1991, FY 1993, FY 1996 and FY 1998. This was due to the availability of additional funds from other competitions that did not have enough quality applications to justify using all the funds available, usually because disapprovals were given to applications just beyond the funding range. On the other hand, not all funds available were used in the Leadership Competition in Fiscal Years 1990, 1992, 1995, 1997, and 1999 because there were not enough quality applications recommended for funding by the peer reviewers.

TABLE I

FUNDING LEVEL OF LEADERSHIP GRANTS AND
NUMBER OF ***NEW GRANTS*** FUNDED EACH YEAR

FISCAL YEAR	NUMBER OF APPLICATIONS FUNDED		AMOUNT FUNDED	FUNDING AVAILABLE	AVERAGE AWARD
	Submitted	*Funded*			
1990	(92)	28	$2,245,433	$ 2,500,000	$80,194
1991	(100)	21	$2,058,952	$ 2,000,000	$98,045
1992	(107)	35	$3,278,313	$3,500,000	$93,666
1993	(84)	25	$2,506,568	$ 2,000,000	$100,262
1994	(83)	19	$1,985,758	$ 2,000,000	$104,513
1995	(81)	17	$1,761,719	$ 2,000,000	$103,631
1996	(70)	15	$2,259,749	$ 1,750,000	$150,649
1997	(76)	14	$2,573,898	$2,800,000	$183,849
1998	(57)	11	$2,072,192	$2,000,000	$188,381
1999	(77)	19	$3,360,136	$3,600,000	$176,849
TOTAL	(827)	204	$24,102,718	$24,150,000	$ 128,004

Diagram A

Number of Applications Submitted/Funded by Year

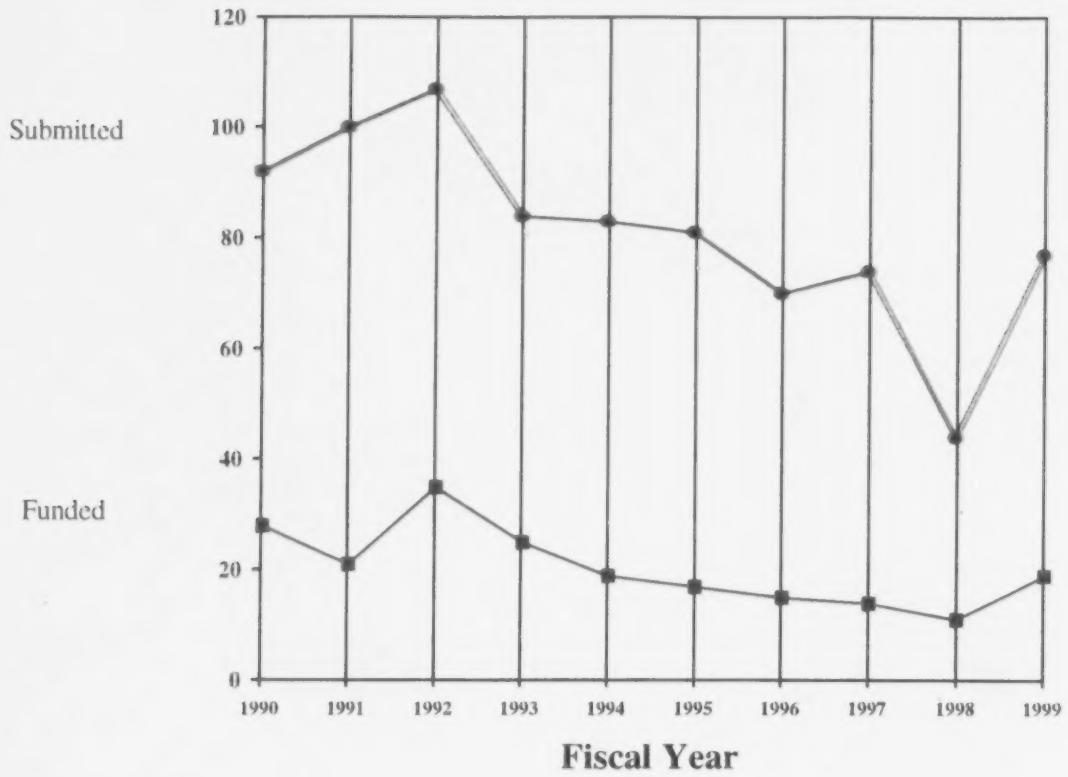

Diagram A illustrates the number of applications submitted and funded each year from 1990 through 1999. What is obvious from Diagram A is the sharp decline of applications submitted to the Leadership Competition from FY 1992 to FY 1998.

II. Type of Degree Program - Fiscal Years 1992 - FY 1999

Table II describes leadership training programs in terms of whether they are doctoral; doctoral/postdoctoral; doctoral/specialist; specialist; or, are exclusively postdoctoral in nature.

TABLE II
TYPE OF DEGREE PROGRAM

DEGREE	FY 1992	FY 1993	FY 1994	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999
Doctoral	87	87	89	80	74	63	45	51
Doctoral/ Postdoctoral	12	16	14	14	14	11	6	5
Doctoral/ Specialist	2	2	0	0	0	1	1	1
Postdoctoral	5	5	4	4	5	3	2	1
Specialist	1	1	1	1	1	0	0	1
TOTAL	107	111	108	99	94	78	54	59

Table II shows that the number of training programs that awarded only doctoral degrees decreased from 87 in FY 1993 to 51 in FY 1999. The doctoral/postdoctoral programs have declined by more than half since FY 1993. The other degree areas have remained relatively steady except that there were no doctoral/specialist training programs from FY 1994 to FY 1996. However, it should be noted that in FY 1996 the estimated range of awards was significantly higher than in previous years and without that increase an additional four or five applications would have been funded. In FY 1996 the estimated range of awards was $175,000 - $200,000 compared with previous years when the range was $75,000 - $125,000. Although a Master's or Specialist's degree in special education administration has been acceptable in the Leadership Competition for about 7 years, the reality is that very few have been submitted and funded.

III. Characteristics of Grants (New and Continuation) FY 1992 - 1999

Table III describes the individual special education disciplines that were funded from FY 1992 through FY 1999 for number of students as well as number of grants. Most of the data is duplicative due to the unique and varied focuses of individual grants. For example, a grant may focus on school administration while at the same time the major area of study may be psychology. Also note that data

from FY 1990 and FY 1991 were not complete. Thus, they could not be included in this analysis.

Analysis of ***Table III*** indicates that there were significant **decreases** in the number of students being trained in certain discipline areas. A couple of the more dramatic decreases appeared in the areas of augmentative communication and audiology/hearing impairment. The number of students in augmentative communication has steadily declined since FY 1992, viz., from 23 in FY 1992 to zero in FY 1996 and FY 1997. However, there were 8 students in FY 1998 and 4 students in FY 1999. Likewise, the number of students being trained in audiology/hearing impairment has steadily and dramatically decreased from 46 in FY 1992 to 5 in FY 1999. One notable void in training over the past several years has been a doctoral training program in visual/blindness. This need was filled through a grant in visual/blindness awarded to the University of Northern Colorado in FY 1999. In turn, there were also substantial **increases** in 7 major areas. School reform, administration, psychology, collaboration, autism, transition and programs with a minority emphasis have seen large increases. Many growing programs reflect IDEA goals, priorities and interests such as collaboration, and reform/inclusion. In addition a few programs, such as autism have increased over twice their original number since 1992.

TABLE III
ESTIMATED NUMBER TRAINED BY MAJOR FOCUS AREA
(NUMBER OF GRANTS IN PARENTHESES)

Major Focus Area	FY 1992	FY 1993	FY 1994	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999
Administration	72 (11)	91 (13)	89 (13)	74 (11)	89 (11)	91 (11)	77 (8)	125 (13)
Adapted Physical Ed	17 (4)	19 (4)	18 (4)	18 (4)	15 (4)	21 (4)	15 (2)	15 (2)
Audiology/Hearing	46 (10)	50 (10)	43 (9)	29 (7)	21 (5)	9 (2)	0	5 (1)
Augment Commun	23 (5)	12 (3)	16 (4)	3 (1)	0	0	8 (1)	4 (1)
Autism	5 (1)	8 (2)	8 (2)	14 (3)	17 (3)	12 (2)	12 (2)	11 (2)
Collab/Interdiscip	75 (15)	124 (20)	147 (27)	113 (21)	201 (28)	197 (23)	149 (16)	142 (14)
Deaf	5 (1)	11 (2)	11 (2)	10 (2)	11 (2)	5 (1)	5 (1)	16 (3)
ED/LD	64 (10)	77 (13)	100 (17)	66 (13)	60 (10)	56 (9)	37 (6)	39 (7)
Family	13 (3)	30 (6)	42 (7)	29 (6)	35 (6)	35 (6)	10 (2)	10 (2)
Infant/Preschool	71 (15)	91 (19)	113 (21)	81 (17)	93 (15)	102 (15)	68 (7)	61 (5)
Minority	86 (15)	134 (20)	150 (23)	145 (24)	134 (22)	86 (14)	68 (10)	79 (10)
Occup/Phys Therapy	7 (2)	11 (2)	7 (2)	8 (1)	6 (1)	4 (1)	4 (1)	4 (1)
Psychology	22 (4)	46 (8)	41 (7)	37 (7)	65 (9)	46 (8)	56 (7)	68 (8)
Reform/Inclusion/LRE	33 (6)	41 (8)	45 (9)	63 (12)	75 (13)	86 (13)	80 (11)	82 (11)
Rural	15 (3)	15 (3)	18 (3)	11 (2)	10 (2)	0	12 (1)	25 (2)
Speech-Language	47 (10)	63 (12)	45 (11)	56 (13)	47 (10)	35 (7)	30 (6)	30 (5)
Severe	87 (14)	77 (12)	100 (16)	71 (12)	65 (11)	48 (8)	24 (4)	0
Technology	17 (3)	22 (4)	22 (4)	19 (3)	19 (3)	21 (3)	22 (2)	22 (2)
Transition	43 (5)	60 (8)	58 (8)	81 (13)	102 (12)	83 (10)	66 (8)	62 (4)
Therapeutic Rec	16 (4)	9 (2)	9 (2)	5 (1)	10 (1)	0	0	0
Visual/Blind	13 (3)	7 (2)	14 (2)	3 (1)	0	0	0	6 (1)

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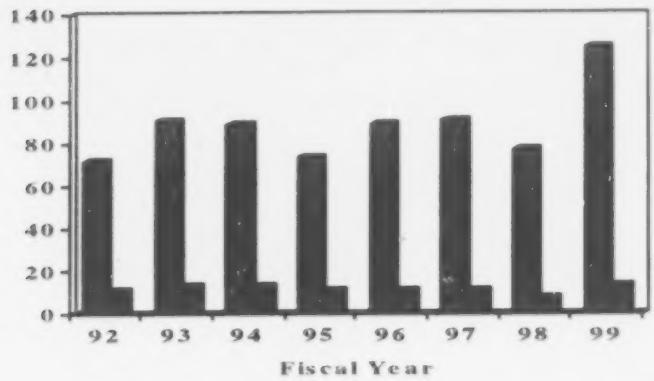
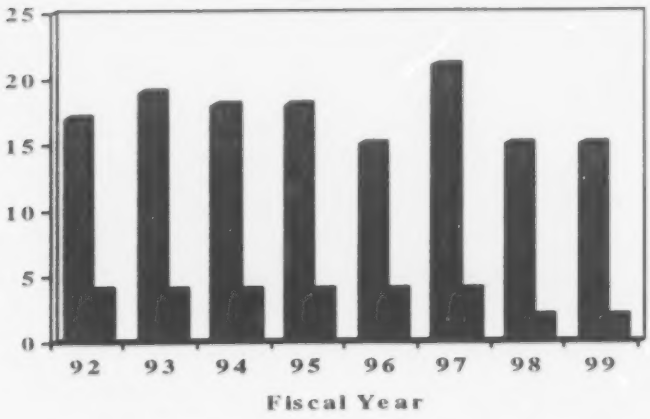


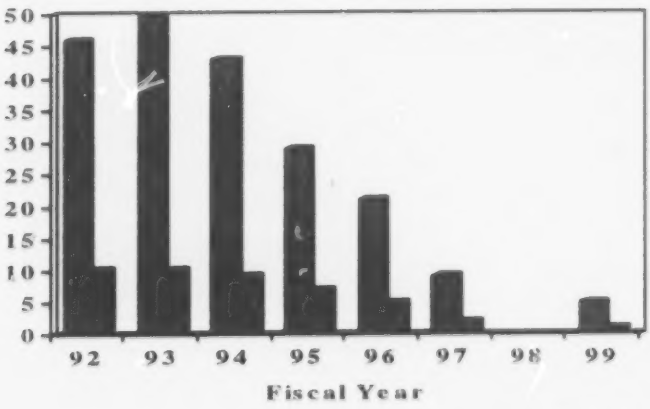
Administration

Number Trained
Number of Grants



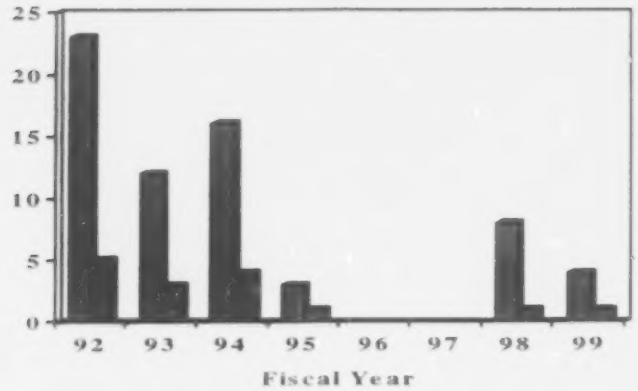
Adapted Physical Ed

Number Trained
Number of Grants



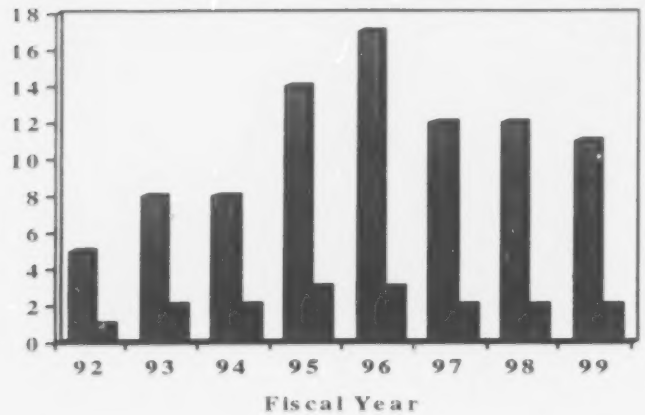
Audiology/Hearing

Number Trained
Number of Grants



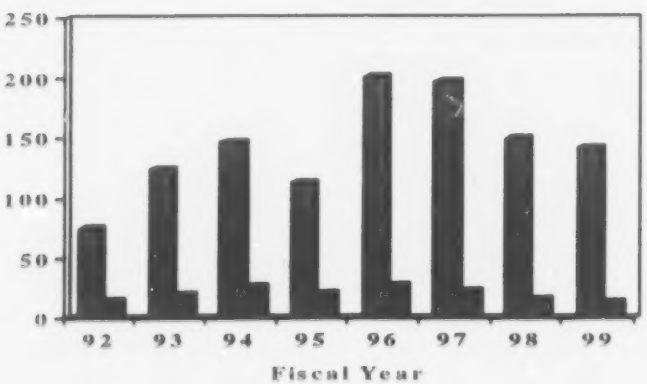
Augmentative Comm

Number Trained
Number of Grants



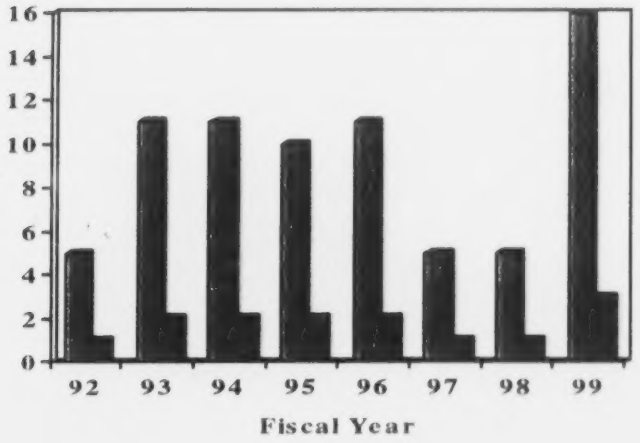
Autism

Number Trained
Number of Grants



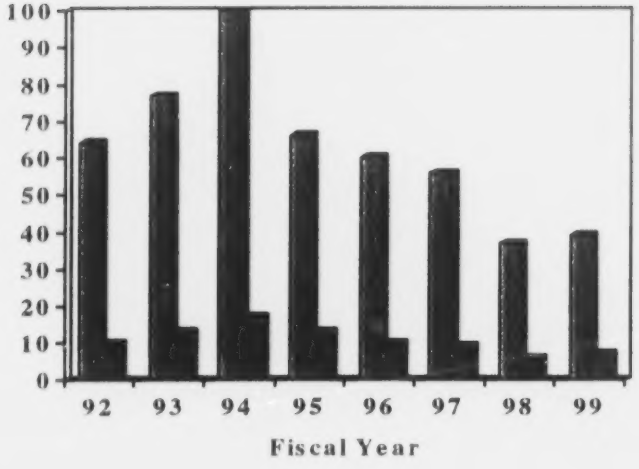
Collab/Interdisc

Number Trained
Number of Grants



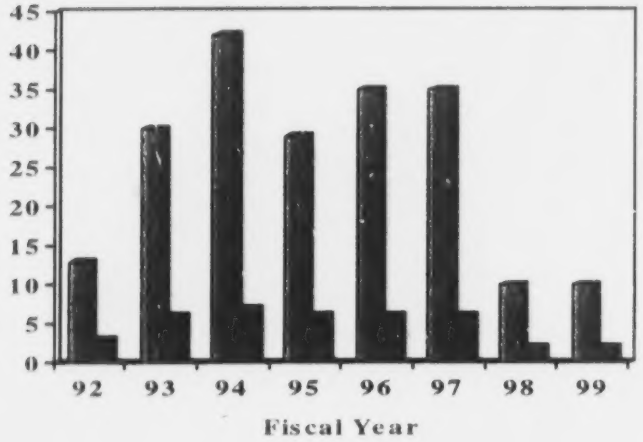
Deaf

Number Trained
Number of Grants



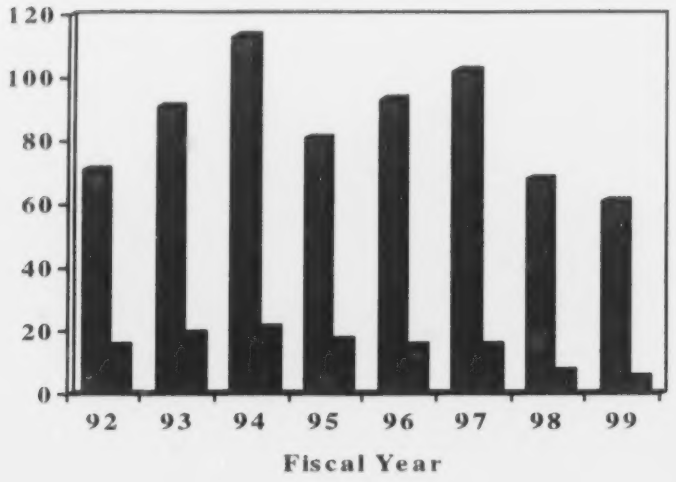
ED/LD

Number Trained
Number of Grants



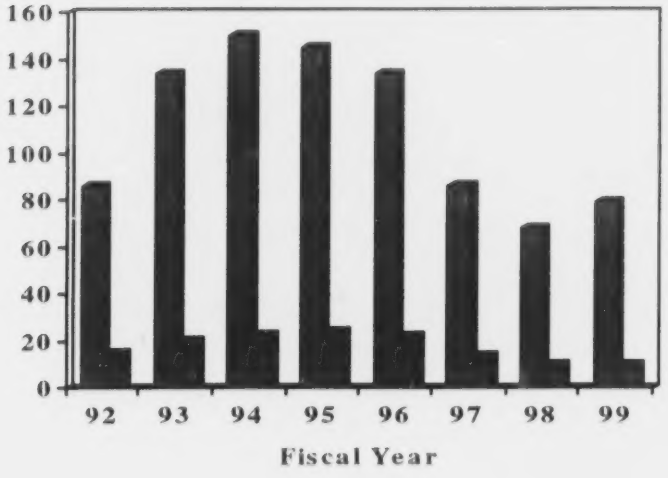
Family

Number Trained
Number of Grants



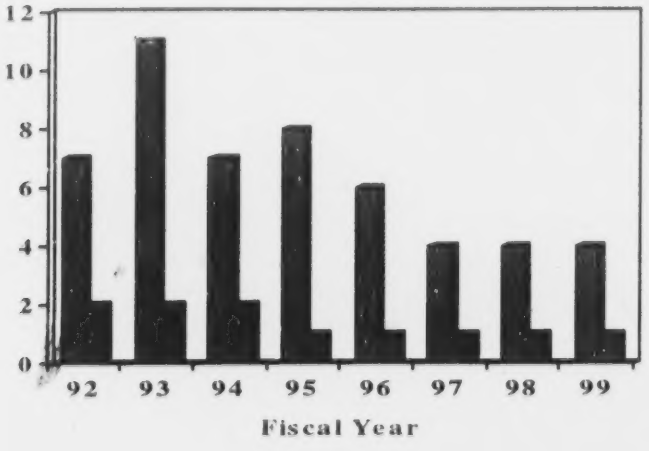
Infant/Preschool

Number Trained
Number of Grants



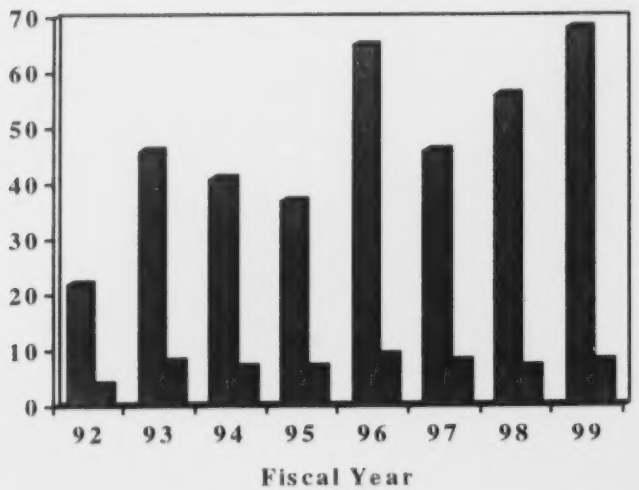
Minority

Number Trained
Number of Grants



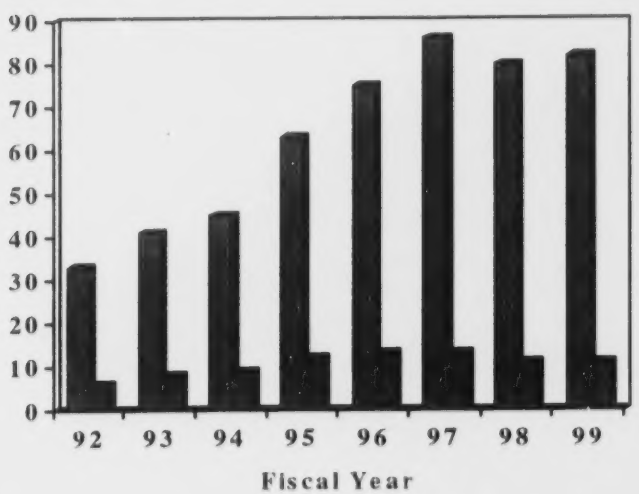
Occup/Phys Therapy

Number Trained
Number of Grants



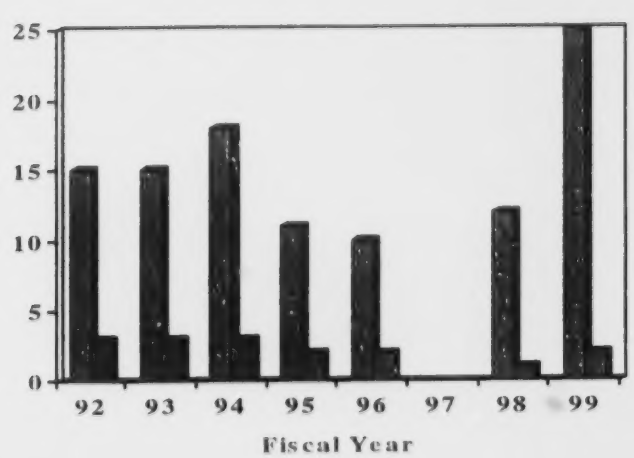
Psychology

Number Trained
Number of Grants



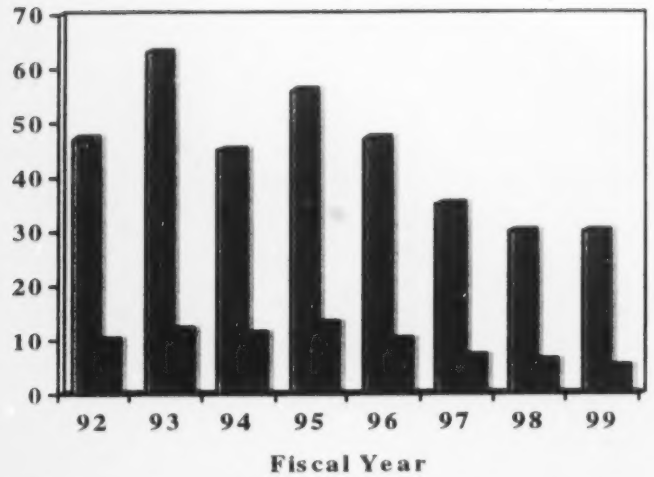
Reform/Inclusion/LRE

Number Trained
Number of Grants



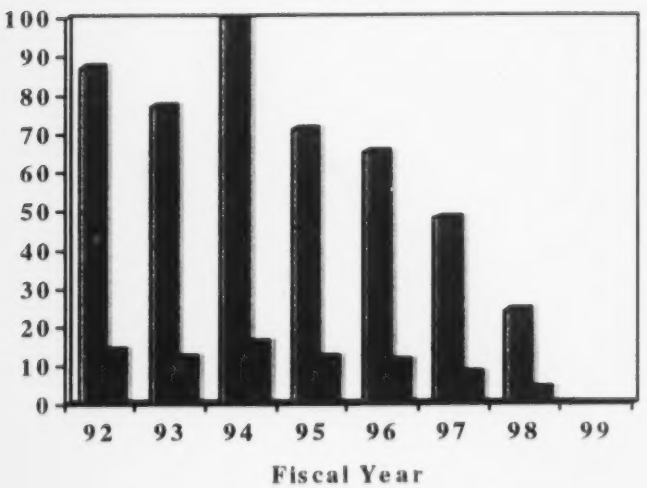
Rural

Number Trained
Number of Grants



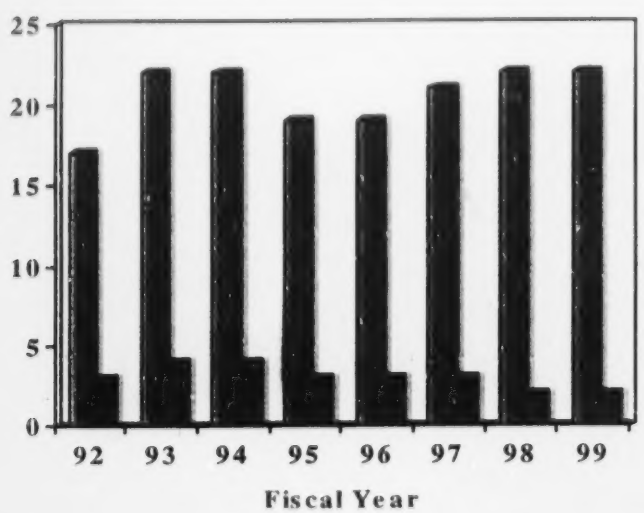
Speech-Language

Number Trained
Number of Grants



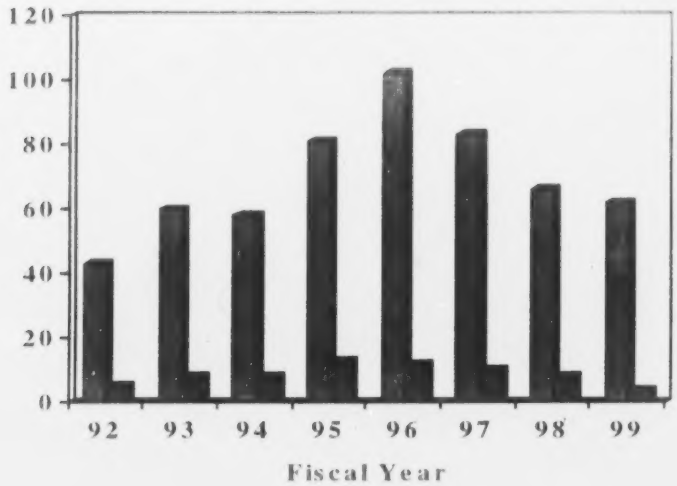
Severe

Number Trained
Number of Grants



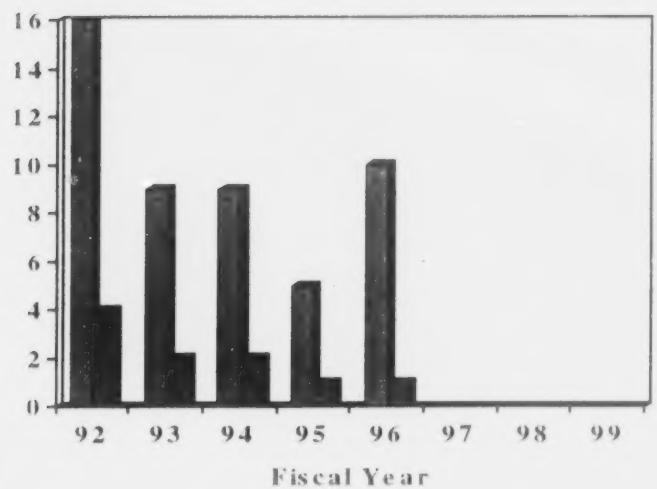
Technology

Number Trained
Number of Grants



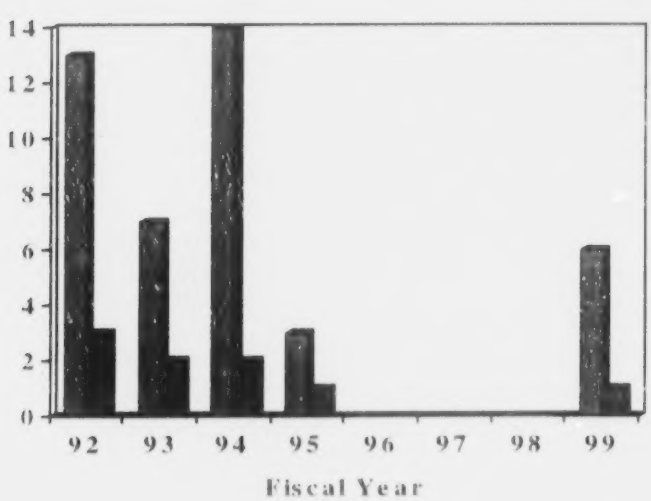
Transition

Number Trained
Number of Grants



Therapeutic Rec

Number Trained
Number of Grants



Visual/Blind

Number Trained
Number of Grants

IV. Number of Students Trained, Level of Support, Staff Costs ***(New and Continuation Grants)***

Table IV gives the estimated number of students trained and the level of student support and percentage of the support in relation to the overall funding amount. Staff costs are also included in the table. The number of students trained is only estimated because the figures are supplied by project directors in their new or continuation grants. These figures may change through the course of the year because of attrition.

TABLE IV

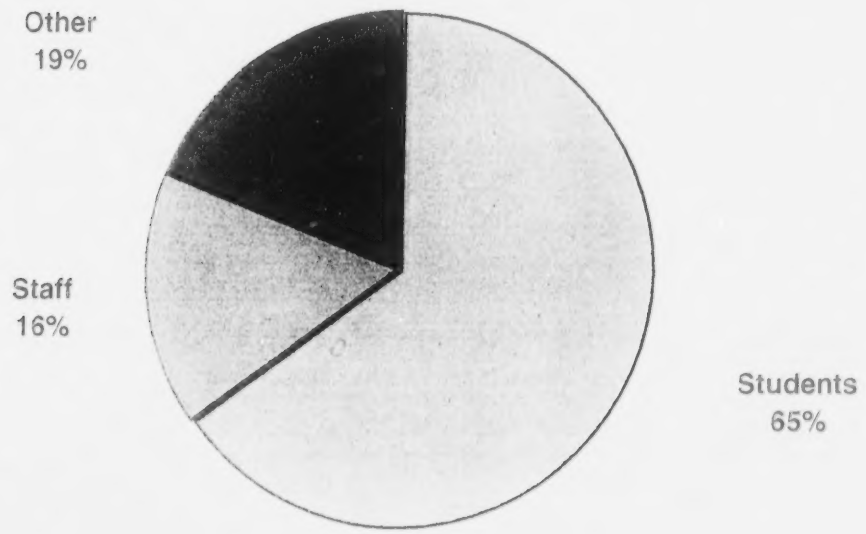
NUMBER OF STUDENTS TRAINED, LEVEL OF SUPPORT AND STAFF COSTS

Fiscal Year	Number Grants	Funding Amount	Number of Students	Student Support	Percent of Costs	Staff Costs	Percent of Costs	Avg. Student Support	Avg. Cost Per Student Per Year
FY 1992	107	$9,643,513	573	$6,258,711	.65	$1,641,083	.17	$10,922	$16,829
FY 1993	111	$10,730,388	636	$6,891,051	.65	$1,699,836	.16	$10,834	$16,872
FY 1994	108	$10,751,125	615	$7,224,154	.68	$1,660,534	.16	$11,746	$17,482
FY 1995	99	$10,255,467	546	$6,562,501	.64	$1,745,804	.17	$12,019	$18,703
FY 1996	94	$10,647,627	580	$6,709,380	.65	$1,602,036	.15	$11,567	$18,358
FY 1997	78	$10,160,597	505	$6,419,655	.63	$1,811,719	.18	$12,712	$20,120
FY 1998	56	$8,694,129	410	$5,664,617	.65	$1,313,752	.15	$13,816	$21,205
FY 1999	59	$10,444,933	484	$7,156,233	.68	$1,629,980	.16	$14,785	$21,580
TOTAL	712	$81,327,779	4,349	$52,886,302	.65	$13,104,744	.16	12,160	18,700

A reading of Table IV shows that the number of *new* and *continuation grants* funded since 1994 has steadily declined. One of the main reasons for the decline is that OSEP increased the funding amount each grant could receive. Prior to FY 1996 the range of award was from $75,000 to $125,000. In FY 1996, the amount each grantee could receive ranged from $175,000 to $200,000. The level of student support and the percentage of student support have been relatively constant since FY 1992. Staff costs and percentage of staff costs have also remained relatively constant since FY 1992. The increase in average cost to train a student has been relatively modest from $16,829 in FY 1992 to $21,580 in FY 1999. A look at the pie chart (Diagram A) is a good graphical representation of the overall costs relative to faculty costs and student financial assistance. Student costs from 1992 through 1999 averaged sixty-five percent of a grant. Average faculty costs were only sixteen percent of the total grant amount funded per project. The overall average for the last seven years indicates that the student costs far exceeded staff support. The majority of OSEP's personnel preparation funding in leadership has gone directly toward the training of students.

DIAGRAM A

AVERAGE STUDENT/STAFF COSTS



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V. **Minority Grants**

Table V identifies the number of ***new and continuation*** grants that focus on training individuals to serve children and youth from under-represented groups. However, the number of students trained does not necessarily mean that they are from minority or under-represented groups. Rather, the *Number of Grants by Ethnic Group* row lists the number of grants concentrating on training individuals to work with children and youth who are from under-represented groups, viz., Hispanic Americans, African Americans, Asian Americans and Native Americans. There were no grants focusing on recruiting or serving primarily Asian Americans. Again, this does not mean that Asian Americans are not being trained in the Leadership program. There is limited data on actual numbers of students who are from under-represented groups. This information is in Table VI.

TABLE V

NUMBER OF MINORITY GRANTS
NUMBER TRAINED AND LEVEL OF STUDENT SUPPORT

FISCAL YEAR	Number of Grants	Number of Minority Grants	Percentage of Leadership Grants	Number Trained	Level of Student Support	Number of Grants by Ethnic Group
1992	107	15	.14	86	$ 757,420	Hisp 2 Afro 1 Native 1 Asian 0
1993	111	20	.18	134	$ 1,159,587	Hisp 5 Afro 6 Native 2 Asian 0
1994	108	23	.21	150	$ 1,321,841	Hisp 6 Afro 8 Native 2 Asian 0
1995	99	24	.24	145	$ 1,474,915	Hisp 8 Afro 7 Native 3 Asian 0
1996	94	22	.23	134	$ 1,599,785	Hisp 8 Afro 8 Native 2 Asian 0
1997	78	15	.19	91	$ 1,118,054	Hisp 5 Afro 5 Native 3 Asian 0
1998	54	10	.19	68	$ 1,007,023	Hisp 4 Afro 4 Native 1 Asian 0
1999	59	10	.17	79	$ 1,222,959	Hisp 5 Afro 3 Native 2 Asian 0
TOTALS	710	139	.20	887	$9,661,584	Hisp 43 Afro 42 Native 16 Asian 0

The Number of Grants by Ethnic Groups column was derived from a total of ***19 different universities*** or ***university programs*** that had recruitment of minority students from specific ethnic groups as a ***major focus*** from 1992 to 1999.

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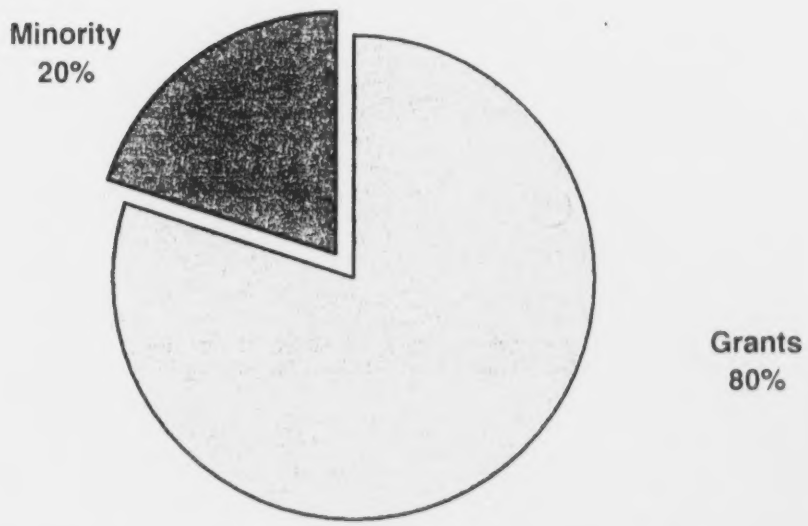
Diagram B more clearly displays the average percentage of minority leadership grants by the overall leadership grants funded from 1992 through 1999. Minority grants made up twenty percent of the overall leadership grants for the last eight years.

DIAGRAM B

MINORITY LEADERSHIP GRANTS - PERCENTAGE



VI. **Number of Students from Minority or Under-represented Groups**

Table VI gives the number of minority or under-represented students that have been reported by project directors as being enrolled in their programs in FY 1994 and FY 1995. Data on the number of students from under-represented groups were first collected in November 30, 1994, through the Annual Performance Report. Although the Annual Performance Report has been required by law for many years, submission of information on the number of students by ethnic group has been required only since FY 1993. Table VI only reflects data submitted on November 30, 1994 and November 30, 1995. Some data were collected in 1996 and 1997 but the data were incomplete and a meaningful analysis could not be performed. The new IDEA does not require the Annual Performance Report and, consequently, this data will have to be collected through another method. The value of Table VI is that it is the first data collected by OSEP on the ethnic background of students receiving support from OSEP for personnel training and will be used for comparison purposes when future data are collected.

TABLE VI

NUMBERS OF STUDENTS FROM MINORITY OR UNDER-REPRESENTED GROUPS
FROM THE ANNUAL PERFORMANCE REPORT
SUBMITTED NOVEMBER 30, 1994 AND NOVEMBER 30, 1995

Year	Caucasian	African American	Hispanic American	Native American	Asian American	Disabled
1994	514	85	68	5	17	20
1995	572	79	56	11	18	19

The number of students reported on the Annual Performance Report submitted November 30, 1994 is 709. The numbers translate into .72 Caucasian, .12 African-American, .10 Hispanic American, .01 Native American and .03 students with disabilities. The number of students reported on the Annual Performance Report submitted November 30, 1995 is 755. These numbers translate into .76 Caucasian, .10 African-American, .07 Hispanic-American, .01 Native American, .02 Asian American, and .03 students with disabilities.

The following is a list of the universities reporting in the Annual Performance Report the number of minority students in their programs.

NUMBER OF MINORITY STUDENTS IN THE LEADERSHIP PROGRAM
FROM ANNUAL PERFORMANCE REPORT
NOVEMBER 30, 1994

GRANT NUMBER	GRANTEE	AFRICAN AMERICAN	HISPANIC AMERICAN	NATIVE AMERICAN	ASIAN AMERICAN	DISABLED
H029D00005	HAHNEMANN UNV	1	0	0	0	1
H029D00024	UNV ALABAMA	3	2	0	0	1
H029D00052	GALLAUDET UNV	1	0	0	0	1
H029D00056	UNV OREGON	0	2	0	0	0
H029D00057	INDIANA UNV	1	0	0	0	1
H029D00069	UTAH ST UNV	0	1	0	0	0
H029D00081	UNV WASHINGTON	0	2	0	0	0
H029D00091	UNV OKLAHOMA	3	0	0	1	0
H029D10007	PENN ST UNV	0	0	1	0	0
H029D10008	VANDERBILT UNV	2	8	0	0	0
H029D10014	INDIANA UNV	1	0	0	1	0
H029D10020	NORTHWESTERN UNV	0	0	0	1	0
H029D10025	UNV SO FLORIDA	2	1	0	0	0
H029D10036	UNV WASHINGTON	0	0	1	0	0
H029D10054	OHIO ST UNV	1	0	0	1	0
H029D10059	UNV CONNECTICUT	1	1	0	0	0
H029D10070	MEMPHIS ST UNV	5	2	0	0	0
H029D10075	UNV MISSOURI	1	1	1	0	0
H029D10084	UNV NO TEXAS	2	2	0	0	0
H029D10085	UNV ILLINOIS	0	0	0	1	0
H029D10090	UNV OREGON	0	0	0	1	0
H029D10101	TEXAS A&M UNV	0	11	0	0	0
H029D10102	ILLINOIS ST UNV	12	2	0	1	1
H029D20002	UNV MINNESOTA	1	0	0	0	1
H029D20003	PENN ST UNV	2	2	0	0	0
H029D20004	AUBURN UNV	2	0	0	0	0
H029D20017	PURDUE UNV	0	1	0	0	0
H029D20020	OREGON ST UNV	0	2	0	2	0
H029D20027	UNV ALABAMA	3	0	0	0	1
H029D20031	FLORIDA ST UNV	2	0	0	0	0
H029D20032	PENN ST UNV	0	1	0	0	0
H029D20045	VIRGINIA POLY TECH	2	0	0	0	1

H029D20052	UNV NO COLORADO	0	0	0	0	1
H029D20060	UNV TEXAS	0	6	0	0	0
H029D20068	UNV NEBRASKA	1	0	0	0	0
H029D20069	UNV ARIZONA	2	6	0	0	0
H029D20070	UNV ARIZONA	0	2	0	0	1
H029D20071	UNV OREGON	0	0	0	1	0
H029D20072	UNV FLORIDA	1	0	0	0	1
H029D20081	UNV WASHINGTON	0	0	0	0	3
H029D20083	GEO WASHINGTON UNV	6	2	0	0	0
H029D20091	UNV TEXAS	0	2	0	0	0
H029D20104	UNV OREGON	1	0	0	1	0
H029D20106	UNV OREGON	0	0	2	2	0
H029D20112	UNV NO CAROLINA	2	0	0	0	0
H029D30009	JOHNS HOPKINS UNV	4	0	0	0	0
H029D30013	UTAH ST UNV	0	1	0	0	2
H029D30018	OHIO ST UNV	1	0	0	0	0
H029D30038	UNV KANSAS	1	0	0	0	0
H029D30045	UNV SO MISSISSIPPI	5	0	0	0	0
H029D30054	GEORGETOWN UNV	1	1	0	0	0
H029D30066	UNV WASHINGTON	1	0	0	0	0
H029D30072	UNV MASSACHUSETTS	4	0	0	0	0
H029D30083	UNV TEXAS	0	5	0	2	0
H029D90019	VIRGINIA TECH	1	1	0	0	1
H029D90062	UNV NO CAROLINA	3	0	0	0	0
H029D90068	SYRACUSE UNV	2	0	0	1	1
H029D90105	UNV WISCONSIN	0	0	0	0	1
H029D90110	UNV OREGON	0	0	0	1	0
H029D90114	UNV FLORIDA	1	1	0	0	1
*** Total ***		85	68	5	17	20

NUMBER OF MINORITY STUDENTS IN THE LEADERSHIP PROGRAM
ANNUAL PERFORMANCE REPORT
NOVEMBER 30, 1995

GRANT NUMBER	GRANTEE	AFRICAN AMERICAN	HISPANIC AMERICAN	NATIVE AMERICAN	ASIAN AMERICAN	DISABLED
H029D00024	UNV ALABAMA	2	0	0	0	0
H029D00035	UNV PITTSBURGH	0	0	0	1	1
H029D00059	UNV NO CAROLINA	2	1	0	0	0
H029D00081	UNV WASHINGTON	0	1	0	0	0
H029D00089	VANDERBILT UNV	2	0	0	0	0
H029D00094	UNV KANSAS	0	1	0	0	1
H029D10007	PENN ST UNV	0	0	3	3	0
H029D10036	UNV WASHINGTON	0	0	1	0	0
H029D10054	OHIO ST UNV	0	1	0	1	1
H029D10059	UNV CONNECTICUT	2	0	0	0	0
H029D10070	MEMPHIS ST UNV	2	1	0	0	0
H029D10075	UNV MISSOURI	1	0	1	0	0
H029D10084	UNV NO TEXAS	2	1	0	0	0
H029D10085	UNV ILLINOIS	1	0	0	0	0
H029D10101	TEXAS A&M UNV	0	12	0	0	0
H029D10102	ILLINOIS ST UNV	1	0	1	0	0
H029D20002	UNV MINNESOTA	0	0	0	0	1
H029D20003	PENN ST UNV	1	2	0	0	0
H029D20004	AUBURN UNV	2	0	0	0	0
H029D20010	UNV UTAH	1	0	0	0	0
H029D20026	UNV IOWA	0	1	0	0	0
H029D20027	UNV ALABAMA	5	0	0	0	0
H029D20030	UNV CALIFORNIA	0	4	1	2	0
H029D20032	PENN ST UNV	1	0	0	0	0
H029D20045	VIRGINIA POLYTECH	2	0	0	0	0
H029D20052	UNV NO COLORADO	0	3	0	0	1
H029D20060	UNV TEXAS	1	6	0	1	0
H029D20062	TEXAS WOMANS UNV	1	0	0	0	1
H029D20063	UNV KENTUCKY	0	0	0	0	2
H029D20068	UNV NEBRASKA	1	0	0	0	1
H029D20069	UNV ARIZONA	2	1	0	1	0
H029D20070	UNV ARIZONA	0	0	1	0	0

H029D20076	UNV CONNECTICUT	0	1	0	0	0
H029D20081	UNV WASHINGTON	0	0	0	0	3
H029D20083	GEO WASHINGTON UNV	5	3	0	1	0
H029D20091	UNV TEXAS	0	2	0	0	0
H029D20104	UNV OREGON	0	0	1	1	0
H029D20106	UNV OREGON	1	1	0	0	0
H029D20109	UNV SO FLORIDA	0	1	0	0	0
H029D20112	UNV NO CAROLINA	1	0	0	0	0
H029D30009	JOHNS HOPKINS UNV	4	0	0	0	0
H029D30010	UNV GEORGIA	1	1	1	0	0
H029D30013	UTAH STATE UNV	0	1	0	0	1
H029D30018	OHIO ST UNV	2	0	0	1	0
H029D30038	UNV KANSAS	1	0	0	1	0
H029D30044	UNV ARIZONA	1	2	0	0	0
H029D30045	UNV SO MISSISSIPPI	9	0	0	0	1
H029D30054	GEO WASHINGTON UNV	1	1	0	0	0
H029D30056	UNV ILLINOIS	3	0	0	0	3
H029D30057	UNV NEW ORLEANS	0	0	0	1	0
H029D30060	UNV IOWA	1	0	0	0	0
H029D30063	INDIANA UNV	1	0	0	0	0
H029D30066	UNV WASHINGTON	1	0	0	0	0
H029D30072	UNV MASSACHUSETTS	2	0	0	0	0
H029D30073	GEORGETOWN UNV	3	0	0	0	0
H029D30083	UNV TEXAS	0	6	0	1	0
H029D40004	VIRGINIA POLYTECH	2	0	0	0	0
H029D40012	INDIANA UNV	1	0	0	0	0
H029D40020	SAN FRANCISCO ST UNV	1	0	0	1	0
H029D40037	TEXAS A&M UNV	4	0	0	0	0
H029D40062	VANDERBILT UNV	2	0	0	0	0
H029D40067	UNV OREGON	0	0	0	2	0
H029D40080	UNV NO COLORADO	0	0	1	0	1
H029D40085	UNV WISCONSIN	0	1	0	0	0
H029D40086	UTAH ST UNV	0	1	0	0	1
*** Total ***		79	56	11	18	19

HIGHLIGHTS OF NEW LEADERSHIP GRANTS
FROM FISCAL YEARS 1990 - 1999

HIGHLIGHTS OF
NEW LEADERSHIP GRANTS AWARDED IN FISCAL YEAR 1990

1 University of Kansas (H029D00085) Charles Greenwood

The purpose of this project is to reduce the shortage in minority research leaders through post-doctoral research training. The post-doctoral fellows will design an individualized program of study in order to acquire high-level research skills and experiences which characterize research leaders.

2 George Mason University (H029D00063) Michael Behrmann

This leadership training project is designed to prepare certified and experienced special education and related services personnel for various leadership roles associated with training preservice and inservice special education teachers and related services personnel in the teaching skills necessary for educating children with disabilities into the 21st century. There is a content focus on appropriate special education technology applications for students with disabilities.

3 University of Kansas (H029D00094) Ann Turnbull

This is a Family Leadership Training Program. The project will prepare special educators who major in family-studies and disability to provide national leadership in family-centered research, training, and program administration. It will also prepare special educators and related service providers who minor in family studies and disability.

4 University of Alabama (H029D00024) John Rogers

The purpose of the project is to support students in a Doctorate in special education with emphases in research and early childhood special education. Practical experience in conducting research and functioning in an editorial role are seen as central features of this project.

5 University of Florida (H029D00090) Charles Forgnone

The program comprises competencies in the areas of special education, administration, leadership, and on-site practicum and internships in order to develop the essential tools of an effective special education administrator or supervisor and trainer of such professionals.

6 University of Georgia (H029D00080) Zolinda Stoneman

This is an interdisciplinary program to prepare leaders to serve infants and young children with disabilities and their families. Two neglected areas are addressed: family-focused intervention and early childhood special education with a concentration in motor development.

7 University of Pittsburgh (H029D0035) Naomi Zigmond

This project focuses on a specialization in learning disabilities. The training will be multidisciplinary involving coursework in special education, psychology, neuroscience, information science and administrative and policy studies.

8 Temple University (H029D00047) Terry Kinney

This project presents a plan to increase the quantity of doctorates in therapeutic recreation and increase the quantity of minority groups in therapeutic recreation.

9 University of Nebraska (H029D00031) David Beukleman

The project will train students to fill faculty, research, and regional clinical specialty center positions who have skills necessary to assume a leadership role in meeting the unique and diverse needs of nonspeaking/nonwriting persons with severe disabilities.

10 University of Kentucky (H029D00021) Michael Nelson

This project prepares leadership personnel to assume positions as teacher educators and researchers/scholars in higher education settings.

11 University of Maryland (H029D00030) David Cooper

This is a training program in early childhood special education. It is designed to meet a pressing need for well-qualified personnel to train early interventionists and to conduct research in the training program.

12 University of Oregon (H029D0056) Mark Shinn

This project trains doctoral level school psychologists to provide leadership training focused on infants and young children who are at-risk and disabled and their families.

13 University of North Carolina (H029D00059) Don Bailey and Rune Simeonsson

This project is an interdisciplinary postdoctoral training program in early intervention.

14 University of Minnesota (H029D00070) Charles Speaks

The mission of this project is to prepare doctoral students and postdoctoral fellows in the areas of augmentative communication systems as they apply to persons with severe disabilities.

15 Vanderbilt University (H029D00089) Randall Harley

This leadership training project responds to the continuing need for leadership training for administrators, teacher trainees, researchers, and other scholars in education of the visually impaired children. There is a heavy emphasis in research skills.

16 Kent State University (H029D00028) Ronald Sommers

This is an interdisciplinary early childhood leadership training project to provide unique preparation for emerging leadership roles associated with services for young children with handicaps and their families. Doctoral students will be from Special Education (Early Childhood Emphasis), Speech and Language Pathology and Audiology.

17 Indiana University (H029D00057) Paul Surburg

The main thrust of this program will be to prepare doctoral candidates to work in professional preparation programs in adapted physical education at colleges and universities.

18 Hahnemann University (H029D00005) Susan Effgen

This project supports a doctoral program of study in the Pediatric Physical Therapy Program at the university. The program is divided into five areas: research, teaching, basic sciences, pediatric physical therapy evaluation and intervention and a related cognate area.

19 Gallaudet University (H029D00052) Carol Lassasso

This project addresses the shortage of leadership personnel in Education of the Hearing Impaired. The program prepares researchers and direct service leadership personnel with expertise both in Education of the Hearing Impaired and in a concentration area identified by the field as being needed (i.e., reading, applied linguistics, early intervention, research or curriculum development.

20 Michigan State University (H029D00051) Carol Englert

The project trains leadership personnel in the area of the mildly disabled. There is a strong emphasis on cognitive and developmental psychology, teacher education and educational research.

21 Utah State University (H029D00069) Charles Salzberg

This project will develop a program to produce Ph.D. special educators whose careers will focus on research and development in teacher education. The goal is that the graduates will become members of university faculties where they will pursue careers as researchers in teacher training.

22 University of Kansas (H029D00041) Nancy Peterson

The project is designed to prepare leadership personnel in special education with specific expertise in early childhood special education (covering infants/toddlers/preschoolers and young primary age children with all types of disabilities.

23. University of Iowa (H029D00033) John Folkins

The students in this project will be prepared for careers as professors to train future school-based speech-language pathologists and audiologists. Focus is in the area of stuttering and speech science.

24. University of Oklahoma (H029D00091) Glenda Oschner

This project will prepare leadership personnel in speech-language pathology and audiology. Focus is on specific communication problems of at-risk and severely disabled infants, toddlers, and preschoolers.

25. Pennsylvania State University (H029D00042) John Dattilo

The intent of the project is to alleviate the problem of a lack of adequately trained therapeutic recreation specialists. The project has adopted a conceptual approach to curriculum development.

26. Indiana University (H029D00066) Elizabeth McCrea

This is a leadership training program to train speech-language pathologists as teacher trainers. They will be prepared to conduct research projects in the clinical supervisory process.

27. Ohio State University (H029D00071) Paul Jansma

The project concentrates on the establishment of a new thrust at the doctoral level in adapted physical education with teacher training and research as related areas of emphasis.

28. University of Washington (H029D00081) William Wilson

This leadership project is designed to educate students for leadership roles in the field of communication disorders. The project will introduce, develop and refine knowledge of computer technologies and their applications to diagnostic services and treatment of communicatively disabled children.

HIGHLIGHTS OF
NEW LEADERSHIP GRANTS FISCAL YEAR 1991

1 Indiana University (H029D10014) James McLesky

The program develops teaching, research and leadership roles to support new initiatives in special education. Internships are focused on the implementation of REI and LRE initiatives in the context of broad school reform.

2 Northwestern University (H029D10020) Dean Garstecki

The purpose of the project is to create and implement a plan for educating doctoral level researchers, educators, and clinicians who are concerned with resolving problems related to severe to profound hearing loss in infants, toddlers, and young children. A unique academic curriculum has been designed, with emphasis on development of the student's research skills with the opportunity to develop teaching and clinical service skills as well.

3 University of Maryland (H029D10022) Deborah Speece

This project is a doctoral level training program with a focus on learning disabilities.

4 Memphis State University (H029D10070) Karen Pollock

The project has two major goals: (1) to prepare scholars to conduct research focused on minority children and youth with communication disorders and those at risk for these conditions; and (2) to prepare scholars to educate future clinicians sensitive to the special needs of minority populations.

5 Emerson College (H029D10051) Barry Prizant

The project has two principle goals: (1) to provide intensive preservice doctoral education for future faculty with emphasis on meeting the needs of infants, toddlers and preschool children with communication disorders, and (2) to train researchers to add to the knowledge of language development and early language disorders.

6 Texas A&M University (H029D10101) Douglas Palmer

The purpose of the project is to train doctoral level educational leadership personnel in school psychology/special education who have background and interest in Hispanic children with disabilities.

7 University of Washington (H029D10036) James Affleck

This is a new doctoral program with a focus on the design and implementation of models for educating children and youth with disabilities in integrated environments.

8 University of Illinois (H029D10085) Jeanne McCollum

This project, Personnel Leadership for Early Intervention, will prepare an interdisciplinary cadre of leadership personnel with expertise in research, policy and best practices from birth to six. Doctoral and postdoctoral candidates will be recruited.

9 Vanderbilt University (H029D10008) Fred Bess

The project will train leadership personnel who are concerned with hearing-impaired children and high-risk infants. All will have a heavy emphasis in research skills.

10 University of Oregon (H029D10090) Edward Kameenui

The primary emphasis of the program is on training candidates to be competent researchers and to consider issues that are educationally and socially significant. A preceptor 'apprenticeship' model of training is proposed. Training will occur in three main areas: (1) educational research, (2) instructional supervision, and (3) college teaching.

11 Ohio State University (H029D10054) William Heward

The project will produce graduates with skills necessary for a productive career as faculty members in university-based research and teacher training programs. Emphasis is on applied behavior analysis.

12 University of Oregon (H029D10031) George Sugai

This project will train individuals to assume leadership positions in the behavioral disorders area.

13 University of Missouri (H029D10075) Patrick Schloss

The major objective of this project is to prepare professors who possess cognitive and practical competencies as well as applied research skills to fill available university positions in secondary special education/transition. It is expected that 18 transition scholars will be trained.

14 Florida State University (H029D10062) Karen Pollock

This is a leadership program in early childhood special education.

15 University of North Texas (H029D10084) Lyndal Bullock

This project is designed to prepare leadership personnel in seriously emotionally disturbed/behaviorally disordered with a focus on leadership personnel from Hispanic background.

16 University of Missouri (H029D10083) Sandra Alper

The primary objective of this project is to implement a training program to prepare researchers and teacher trainers to provide leadership in "communitization" for persons experiencing severe disabilities. The focus of the program is on full participation of persons with severe handicapping conditions of all ages in integrated community settings.

17 Pennsylvania State University (H029D10007) Anna Gajar

This program focuses on the unique needs of American Indian handicapped children by training leadership personnel exclusively for this minority population.

18 Illinois State University (H029D10102) Lanny Morreau

The purpose of this project is to prepare 15 highly qualified minority personnel to fill existing and projected needs in teacher education and administration.

19 Arizona State University (H029D10001) Jeanne Wilcox

This project is designed to prepare doctoral level speech-language pathologists to assume leadership roles int he field of early intervention with a specific focus on applied research and training.

20 University of Connecticut (H029D10059) Stan Shaw

This is a doctoral program to provide personnel for school reform. This program will provide the coursework, practica linking school-based research and practice in school reform issues.

21 University of South Florida (H029D10025) Donnie Evans

This is a program to train leadership personnel in administration and supervision. State certified special education administrators and supervisors will receive multidisciplinary training to effectively lead and manage programs for special needs populations and assist in efforts to restructure schools.

HIGHLIGHTS OF
NEW GRANTS AWARDED IN FISCAL YEAR 1992

1. University of Kentucky (H029D20063) Ed Blackhurst

This project is to continue the development and implementation of a doctoral program in applications of technology in special education. Graduates will be qualified to assume leadership positions in the preparation of special education personnel to use technology, administration of projects or agencies that provide technology services to persons with disabilities, or the operation of technology research.

2 George Washington University (H029D20083) Carol Kochhar

This is a doctoral training program for special educators in transition and secondary education. Students will be trained as change agents to improve the quality of vocational and transitional services for students with disabilities.

3 University of Texas (H029D20060) James Yates

This project will prepare students at the doctoral level for major leadership positions in both special and general education.

4 University of Nebraska (H029D220068) David Beukelman

This project will recruit and train students from minority backgrounds as educators and researchers in the area of augmentative communication and severe handicaps

5 University of Kansas (H029D20023) Donald Deshler

This doctoral program is designed to train personnel to conduct research in and provide services to students with mild disabilities who are placed in regular class environments.

6 Pennsylvania State University (H029D20003) Rosalind Boone

The purpose of this doctoral program is to train individuals from under-represented groups to assume leadership positions in institutions of higher education

7 University of South Florida (H029D20109) Kofi Marfo

This is an interdisciplinary postdoctoral training program to provide leaders who will understand and address the needs of the at-risk populations within the context of restructured schools.

8 Northern Illinois University (H029D20008) Michael Epstein

This doctoral program emphasizes three areas of skill acquisition: teacher training, research, and interagency collaboration. The program emphasizes training in two subject areas: serious emotional disturbance and severe mental retardation.

9 West Virginia University (H029D20043) Wilfred Wienke

The goal of this program is to train highly competent doctoral level professionals who will assume leadership positions in preparing special education teachers and other educational personnel for instructional or related positions in the provision of special education and habilitative services.

10 University of Arizona (H029D20070) Linda Swisher

This is a doctoral and post-doctoral training program in developmental language impairment. Graduates of the program to date have obtained university or school district positions. There is an emphasis on minority recruitment.

11 University of Oregon (H029D20071) Edward Kameenui

The primary emphasis of this doctoral program is on training candidates to provide specific, concrete solutions to problems that arise in teaching students with learning disabilities or academic problems. Training is in three main areas: 1) instructional supervision, 2) educational research, and 3) college teaching.

12 University of California (H029D20030) Michael Gerber

This doctoral program will prepare a new generation of leadership personnel who are strongly committed to a social science and policy orientation in their professional careers as researchers, professors, or administrators.

13 University of Alabama (H029D20027) Raymond Elliott

This is a doctoral program focusing on learning disabilities and emotional disturbances. There is a strong emphasis acquiring expertise in research consultation/collaboration and cultural diversity.

14 Auburn University (H029D20004) Craig Darch

This doctoral training program has three major components: 1) mentoring of students as they enter the program, 2) linking students to public schools as soon as possible, and 3) intensive study in a significant content area.

15 University of Iowa (H029D20026) John Folkins

This doctoral training program will teach graduate students in speech-language pathology and audiology to do research on clinical service delivery.

16. Oregon State University (H029D20020) John Dunn

This adapted physical educational program will prepare a cadre of doctoral level personnel who have necessary skills to serve as teacher-trainers, scholars and leaders.

17. Florida State University (H029D20031) David Westling

This is a doctoral program that will train students to specialize in the area of severe disability.

18. University of Texas (H029D20091) Alba Ortiz

This is a doctoral training program that will prepare students to serve culturally and linguistically diverse populations with disabilities. The roles for which the participants will be trained include personnel preparation, research, administration and assessment.

19. Purdue University (H029D20017) Sydney Zentall

This is a doctoral and postdoctoral training program in research diversity and severe disabilities.

20. Pennsylvania State University (H029D20032) John Neisworth

This is a joint doctoral program for special educators and school psychologists to advance early intervention information base and practices, prepare professors for university positions and to mentor new leaders.

21. University of Northern Colorado (H029D20052) Kay Ferrell

Doctoral students in this program will pursue an exceptionality focus in blindness and visual impairment. It will also support one post-doctoral fellowship annually.

22. University of Georgia (H029D20107) John Dattilo

The doctoral program is intended to give therapeutic recreation professionals the ability to do credible research in their field, to interface with other human service educators and to prepare their own students to take positions of responsibility in the field.

23. University of Virginia (H029D20050) Daniel Hallahan

This program will prepare doctoral level personnel to assume the dual roles of teacher educator and researcher, with specific research emphasis on teaching, teacher education, and policy analysis.

24. University of Utah (H029D20010) Michael Hardman

This is a doctoral level program to develop competencies in two general areas: 1) exemplary programs for individuals with disabilities and 2) research and teaching. There is a transition component in this program.

25 Texas Woman's University (H029D20062) Jean Pyfer

This is an adapted physical education doctoral program to develop teacher trainers and research scholars. Focus is on broadening students' theoretical knowledge of the field and developing their teaching, critical thinking, and research skills.

26 University of Florida (H029D20072) Stuart Schwartz

This is a new doctoral training program in the area of transition education in special education. Students will be required to complete a transition internship.

27 University of Washington (H029D20081) Owen White

This is a new doctoral program designed to prepare leaders in the fields of occupational and physical therapy. It represents a collaborative effort between the College of Education, Special Education Area, and the School of Medicine, Department of Rehabilitation Medicine, Divisions of Occupational and Physical Therapy.

28 University of Oregon (H029D20104) Hill Walker

This is a interdisciplinary leadership training program in preventing and remediating conduct disorders and antisocial behavior patterns.

29 University of Minnesota (H029D20002) Stuart Schleien

This is an interdisciplinary doctoral program in therapeutic recreation. It is intended to promote play and community integration for children with severe disabilities.

30 University of North Carolina (H029D20112) Donald Stedman

This is an innovative postdoctoral training program for faculty members from minority groups currently teaching in HBCUs in North Carolina.

31 Virginia Polytech Institute (H029D20045) Bonnie Billingsley

This is an advanced specialist certificate program in administration, supervision, or teachers of special education.

32 University of Oregon (H029D20106) Daniel Close

This is an interdisciplinary training program that is specially designed to address the need for leadership in emerging areas, e.g., maternal substance abuse, child abuse. The Division of Special Education and Rehabilitation and the University Affiliated Program of the Center on Human Development will cooperate in this program.

33 University of Arizona (H029D20069) James Chalfant

This is a leadership training program that focuses on research, teacher preparation and program administration. Special emphasis is given to personnel educating minority children with disabilities.

34 University of Minnesota (H029D20082) Susan Hupp

This doctoral program is designed to focus on three areas that underlie exemplary programming: 1) ecological basis for programming, 2) interdisciplinary approach to programming, and 3) community integration initiatives. Students will enroll in a set of specialized courses in the area of early childhood and a recurrent core program.

35. University of Connecticut (H029D20076) Anton Maxon

The proposed leadership program will address the needs of hearing-impaired infants, toddlers, and preschoolers and their families.

HIGHLIGHTS OF
NEW LEADERSHIP GRANTS FISCAL YEAR 1993

1. University of Kansas, Med Ctr (H029D30036) B. Luetke-Stahlman

This project includes three specialized options which combine Deaf and Learning Disabilities, Deaf or Learning Disabilities into doctoral programs to prepare participants to assume positions as teacher educators, researchers,clinicians, supervisors/managers.

2. University of Kansas (H029D30038) Richard Simpson

This project combines Behavior Disorders-Autism doctoral program to prepare participants to assume positions as teacher educators, researchers, supervisors/managers, and clinicians.

3. Indiana University (H029D30063) James McLesky

This is a leadership project in school psychology that prepares individuals for leadership roles in higher education and state and local education agencies. These professionals will work with public schools to restructure services for students with disabilities within the context of inclusive school programs. The foundation for these restructuring efforts will be an emphasis on collaborative problem solving between schools and university personnel.

4. Ohio State University (H029D30018) Paul Jansma

This project concentrates on the establishment of a modified thrust at the doctoral level in adapted physical education. At least half of the trainees will be from under-represented groups. The major field will be APE with a dual concentration in teacher education (pedagogy plus instructional design and technology) and research/statistics.

5. University of Nebraska (H029D30053) David Beukelman

This doctoral program will provide training in augmentative and alternative communication through both theoretical and practical experience.

6. University of Washington (H029D30066) Joseph Jenkins

This project is designed to prepare scholars-teachers who will pursue research and college teaching careers in special education. There is an emphasis on research issues, methodologies, and practical applications of research as well as teacher preparation in the area of mild disabilities.

7 Georgetown University (H029D30073) Kathy Katz

This program is designed to prepare psychologists to provide early intervention services to drug-exposed infants and their families/caregivers.

8 University of Iowa (H029D30060) John Folkins

This is a program to train doctoral students for careers as professors to train future school-based speech-language pathologists and audiologists. The focus is on preparing individuals who will profess in the areas of stuttering and speech science.

9 University of Oregon (H029D30087) Gerald Tindal

This project will immerse students in a program of research on, teaching about, and supervising in classroom practices for teaching middle and high school students in various content areas. Students will spend significant time in classrooms.

10 University of Kansas (H029D30035) Wayne Sailor

This is a doctoral and postdoctoral program that addresses a school restructuring initiative and a school-linked integrative initiative in the State of Kansas. This is a collaborative effort among the University of Kansas Affiliated Program, the University Department of Special Education, the Kansas Board of Education, the Kansas Department of health and Environment and the Kansas Department of Social and Rehabilitative Services.

11 University of Arizona (H029D30044) James Chalfant

This is a competency-based doctoral program for personnel in special and regular education administration.

12 University of Georgia (H029D30051) John Dattilo

This doctoral program will prepare therapeutic recreation specialists with an emphasis on transition services.

13 George Washington University (H029D30054) Maxine Freund

This is a doctoral program focusing on early intervention. The primacy of the family, emphasis on the importance of service delivery in an interagency context are strong components of this program.

14 University of Texas (H029D30083) Alba Ortiz

This is a project that prepares leadership personnel in bilingual special education with an emphasis on administration, research and assessment.

15 University of Georgia (H029D30010) Zolinda Stoneman

This is an interdisciplinary doctoral program preparing culturally-competent family-centered early intervention and preschool professionals.

16 Utah State University (H029D30013) Sarah Rule

The purpose of the project is to support within Utah State University's existing doctoral program in the Department of Special Education an early childhood emphasis.

17 University of Illinois (H029D30056) Frank Rusch

This is a doctoral program that will prepare an interdisciplinary cadre of leadership personnel with expertise in research, policy and best practices as they apply to the emerging field of transition.

18 University of Massachusetts (H029D30072) Harry Seymour

The primary purpose of this grant is to prepare doctoral and postdoctoral level African-American speech-language pathologists to assume leadership roles in scholarship and research in the area of language disorders among minority children.

19 Columbia University (H029D30050) Robert Kretchmer

The goals and objectives of this project are to recruit a cadre of students into a program designed to prepare leadership in school psychology for the hearing impaired. There is an emphasis on applied cognitive science and literacy development. Students will also fill the role of researcher and regional resource for school psychologists for the hearing impaired.

20 University of New Orleans (H029D30057) David Sexton

This project focuses on research, personnel preparation and systems intervention. A unique component of the project uses a portfolio approach to the measurement of progress throughout the program of study.

21 University of Southern Mississippi (H029D30045) Royal Walker

This is an interdisciplinary doctoral and postdoctoral training project for policy development and implementation in special educational and related services.

22 Kent State University (H029D30080) Philip Safford

This interdisciplinary project will prepare special education and speech-language pathology and audiology doctoral students to provide leadership in developing and implementing services for infants/toddlers and preschoolers with disabilities, and, delivering training for practioners and administrators in early intervention.

23. Kent State University (H029D30075) Robert Flexer

The purpose of this project is to provide support and specialized transition leadership curriculum to doctoral students over a five year period. Trainees will be skilled in SPED, VOCED, AND REHAB discipline contributions to high school curriculum and employment and community preparation, transition processes, and quality of life outcomes.

24. Johns Hopkins University (H029D30009) Deborah Carran

The project will recruit students currently employed in school systems who desire to complete a specialized track in the Ed.D. program with an emphasis in Applied Leadership in Special Education. The program will prepare individuals to investigate, apply and evaluate research to be implemented in special education classrooms.

25. University of Hawaii (H029D30014) Robert Stodden

The primary goal of this program is to augment discipline-specific graduate programs with a 15 credit leadership specialization in disabilities with a multicultural focus.

HIGHLIGHTS OF
NEW LEADERSHIP GRANTS FISCAL YEAR 1994

1 San Francisco State University (H029D40020) Marci Hansen

This is an interdisciplinary training program that will focus on training doctoral candidates in Early Childhood Special Education and Services.

2 University of Oregon (H029D40067) Diane Bricker

This doctoral training program addresses the need for leadership personnel who are experts with infants, toddlers, and preschool-age children who are at-risk or disabled and their families. This program proposes a non-categorical, competency-based course of study designed to prepare program developers, policy analysts/developers, university instructors, and applied researchers.

3 University of Oregon (H029D40054) Edward Kameenui

This is a doctoral level leadership training program that is based on a preceptor model. The primary emphasis in on training candidates to be competent researchers and to consider issues that are educationally and socially significant.

4 University of Kentucky (H029D40071) Edward Blackhurst

This project supports a post-doctoral program in technology in special education. The project broadens the existing program by including new activities on the development and use of hypermedia and multimedia, use of digital technologies, comprehensive assistive technology applications, infusion of technology into preservice and in-service training, planning for technology applications in schools, and use of technology tools to plan and conduct research in special education.

5 University of Northern Colorado (H029D40080) D. Kim Reid

This is an apprenticeship model for doctoral preparation in teaching inquiry in both learning and behavior disorders.

6 University of South Florida (H029D40024) Albert Duchnowski

This doctoral leadership program specializes in research and policy analysis, in the area of serious emotional disability. The program intends to prepare students as interdisciplinary, systemic researchers and change agents to improve services for children who have serious emotional disability and their families.

7 Vanderbilt University (H029D40062) Carolyn Hughes

This is a training program in the area of behavior disorders and transition. There are three speciality strands: Leadership in Personnel and Teacher Training, Leadership in Service Delivery and Leadership in Transition.

8 University of Oregon (H029D40044) Elizabeth Schaughency

The School Psychology Program at the university will train doctoral level school psychologists to provide exemplary services,research,and training to students with Attention Deficit Hyperactivity Disorders.

9 Utah State University (H029D40086) K. Richard Young

The program prepares leadership personnel to serve students with emotional/behavioral disorders. A key component of this project is the involvement of a 'national faculty.' Seven professionals from other institutions across the nation have agreed to serve on this project as 'national faculty.'

10 Texas A&M University (H029D40037) Douglas Palmer

The proposed doctoral program in Special Education Community-Based Integrated Services aims to prepare future leaders in the field to a) develop, consult with, evaluate community-integrated special education programs; b) develop university training programs, instruct, and mentor students in community-integrated special education programming; c) conduct publicize, and guide research in the problems and solutions of community-integrated special education programming.

11 Indiana University (H029D40012) Paul Surburg

The purpose of the grant is to train doctoral students who will teach at colleges and universities and prepare teachers in physical education.

12 Purdue University (H029D40074) Lyle Lloyd

This is a doctoral and postdoctoral program in augmentative and alternative communications. This is a transdisciplinary approach to leadership training involving special education, speech-language pathology, and other related disciplines

13 Virginia Polytech University (H029D40004) Philip Jones

This is a doctoral level program in administration and supervision. Field study sites are selected to represent various stages of restructuring and reform, i e , inclusion vs traditional

14 University of Oregon (H029D40055) George Sugai

The project will assist in the preparation of professional personnel who (a) train teachers of children and youth with emotional or behavioral disorders, (b) conduct systematic research in these areas and © administer programs serving this population of students.

15 Vanderbilt University (H029D40078) Ann Kaiser

This is a training program in early childhood. Trainees will have developed expertise in early development and intervention, in conducting and critically analyzing research in ECSE and in teacher training. The program emphasizes interdisciplinary knowledge and draws on a nationally recognized faculty in ECSE and in related areas.

16 Florida State University (H029D40033) Mary Frances Hanline

The primary purpose of the project is to improve and expand the existing Early Childhood Special Education doctoral program at the university. There is increased emphasis on research skills and policy issues, along with expanded opportunities for leadership practica experiences.

17 Pennsylvania State University (H029D40032) Charles Hughes

The purpose of the program is to train students who will be qualified for positions as directors and developers of programs and services for individuals with disabilities in higher education settings.

18 University of Wisconsin (H029D40085) Terry Wiley

This program is aimed at preparation of doctoral level scholars in audiology. This grant is focused on clinical problems and clinical research dealing with hearing impairment in children.

19 University of Maryland (H029D40015) Frances Kohl

This is a doctoral training program in severe disabilities that will prepare researchers and teacher educators. The program emphasizes both coursework and apprenticeship experiences in a variety of experiences.

HIGHLIGHTS OF
NEW LEADERSHIP GRANTS FISCAL YEAR 1995

1 University of Utah (H029D50043) Susan Sheridan

The project trains school psychologists as consultants to parents and teachers of children with disabilities in the regular classroom. A central feature of the project and of the consultation program is the systematic involvement of parents in the education of their child with disabilities.

2 University of Minnesota (H029D50045) Robert Bruininks

This doctoral program is a collaborative project between the Department of Policy and Administration, the Department of Educational Psychology, the National Center on Educational Outcomes, and the National Transition Network. The program focuses on meeting school-to-work transition needs of youth with disabilities.

3 University of Kansas (H029D50015) Jeannie Tramill

The goal of this project is to prepare doctoral students in Advanced Systems and Services in Secondary Transitioning to serve as leadership personnel for the provision of high quality transition services for adolescents and young adults.

4 College of William and Mary (H029D50043) Brenda Williams

The School of Education has enhanced its doctoral preparation of special education administrators through this project which provides increased emphasis on collaborative service delivery for students in more inclusive environments, development of effective transition services, and examination of urban issues challenging educational leaders.

5 University of Denver (H029D50027) Toni Linder

This is an interdisciplinary doctoral program. This collaborative project of three Doctoral programs (Early Childhood Special Education, Social Work, School Psychology) of Denver University and the Colorado UAP will prepare graduates with skills in teaching, research, clinical practice and policy implementation.

6 Arizona State University (H029D50062) Jeanne Wilcox

The purpose of this project is to provide training opportunities for post-doctoral personnel to enable acquisition or improvement of applied research skills in the areas of communication and language.

7 University of Kansas (H029D50053) Ann Turnbull

This doctoral program focuses on families and disabilities and specially emphasizes three current issues, namely, transition, National Education Goals and multi cultural sensitivity

8 Nevada University (H029D50052) Stephen Rock

This grant address the need for leadership personnel who are experts in early intervention, school age and school to work transition/adult services special education. This project is a non-category, competency-based course of study designed to prepare program developers, policy analysts/developers, university faculty, administrators in school districts or agency programs, and applied researchers capable of leading and advancing the field of special education.

9 University of Wisconsin (H029D50019) Anne Donnellan

This is an educational leadership preparation program to support learners with autism and other severe communication/behavior disorders in diverse integrated and inclusive setting

10 Gallaudet University (H029D50067) Carol La Sasso

The goal of this grant is the preparation of leadership personnel in Deaf Education to assume positions in higher education (teacher educators, researchers) and as direct service providers (curriculum coordinators, supervisors, etc.).

11 University of Texas (H029D50040) Thomas Marquardt

The primary goal of this project is to increase the number of leadership personnel trained at the doctoral level in the area of multi cultural issues in communication sciences and disorders

12 New Mexico State University (H029D50066) Anne Gallegos

This is a bilingual special education doctoral program for the purpose of training persons who are able to effectively conduct research, train teachers and administer programs

13 University of Minnesota (H029D50063) Joseph Reichle

The mission of this project is to create a new concentration of transdisciplinary study to prepare doctoral and postdoctoral associates to address cutting edge research, personnel preparation, policy and direct service delivery practices to improve the provision of behavioral support plans for preschoolers

14 University of Illinois (H029D50069) Adele Proctor

This is a multi cultural doctoral program for the preparation of speech-language pathologists and audiologists. This program is based on a strong mentorship model

15 University of Kansas (H029D50007) Mable Rice

This doctoral training program is designed to provide leadership training for specialists who wish to address the problem of language disabilities during the early childhood years (birth through age 5). Native American doctoral candidates will be recruited and trained for research leadership.

16. Florida International University (H029D50025) Marisal Gavilan

This doctoral training program responds to the need for highly trained individuals with expertise in both research and teacher preparation/college teaching, with a focus on the design and implementation of models for educating culturally and linguistically diverse children and youth with disabilities in integrated environments.

17. University of Pittsburgh (H029D50064) Naomi Zigmond

This doctoral training program will prepare leaders for the field of learning disabilities. The program is structured to meet the demands for better research, better training of teachers, and better leadership in the broader field of education.

HIGHLIGHTS OF
LEADERSHIP GRANTS FISCAL YEAR 1996

1 University of South Carolina (H029D60017) Laurie Ford

This is a school psychology training program with an emphasis on community-based integrated services. It aims to prepare future leaders in the field to: a)develop, consult with, and evaluate community-based integrated service delivery programs to children and youth with disabilities and their families; and b) develop university training programs for school psychologists, mentor students, and instruct students in community-based integrated service delivery programs for children with disabilities and their families.

2 University of Florida (H029D60005) Vivian Correa

This is a new unified doctoral preparation program that promotes inclusive education and collaborative teacher education through ***unification*** of the disciplines of early childhood education and early childhood special education. It emphasizes ***interdisciplinary*** preparation for professionals who will work as teacher educators at colleges and universities, and in school districts and other agencies.

3 University of Illinois (H)29D60035) James Halle

This doctoral/postdoctoral training program is a collaborative effort between the Departments of Special Education and Speech and Hearing Science to facilitate language use by children and youth with disabilities (mild to severe). The program capitalizes on the Traveling Scholars Program that allows doctoral students at Illinois to take advantage of expertise at other Big Ten Universities.

4 University of Kansas (H029D60040) Charles Greenwood

The purpose of this project is to reduce the shortage in minority and nonminority-group research leaders in special education with expertise in minority issues. Recent doctoral degree recipients will be invited to complete this one or two year post-doctoral fellowship program. Each post-doctoral fellow will design an individualized program of study, selecting from among all available competency domains and skills, to acquire higher-level research skills and experiences, those known to characterize research leaders.

5 University of Oregon (H029D60057) Mark Shinn

The School Psychology Program will teach doctoral students the knowledge base and skills in Curriculum-Based Measurement, Curriculum-Based Assessment necessary to deliver new assessment and related intervention services. One of the goals is to produce doctoral-level personnel who can provide leadership in implementation of CBM/CBA in a Problem-Solving model.

6 University of Utah (H029D60048) Michael Hardman

The focus of this doctoral training program is to prepare individuals who can assume leadership positions in higher education and other educational and community service agencies. The Ph.D. program at the university is designed to develop competencies in two general areas: 1) exemplary programs for individuals with disabilities and 2) research and teaching. These two general areas are further divided into 10 competency strands.

7 Texas A&M University (H029D60025) Salvador Ochoa

The purpose of this doctoral training program is to recruit and train doctoral level bilingual educational leadership personnel in school psychology/special education with an emphasis on disabled Hispanic Children and youth.

8 George Washington University (H029D60043) Carol Kochhar

This project responds to three invitational priorities addressing collaboration, professional development and under-representation. This project is designed to foster effective collaboration among professionals in regular education, special education, related services and rehabilitation personnel, and families. Curriculum content for students in special education is focused on the development of a comprehensive picture of secondary education, career/employment preparation and transition service delivery for youth ages 14-22.

9 University of Pittsburgh (H029D60004) Howard Goldstein

This new doctoral training program focuses on interdisciplinary preparation of leadership personnel in early intervention and prevention of developmental disabilities. It will allow trainees interested in educational services and school reform to interface with a newly funded effort to provide interdisciplinary leadership training in neurodevelopmental disabilities for related services personnel and health care providers.

10 University of Connecticut (H029D60038) Stan Shaw

The overarching goal of this leadership program is to prepare school leaders and university faculty who have the knowledge and skills necessary to create and sustain professional development schools -- partnerships between schools and universities designed to enhance the learning of all students through the unification of general and special education personnel preparation programs. The University of Connecticut, School of Education, Department of Educational Psychology (Special Education Program), and the Departments of Educational Leadership and Curriculum and Instruction are collaborating on this effort.

11 Clemson University (H029D60065) Margaret Emery

The goal of this leadership program is to prepare inclusion specialists through the development of a new integrated training model. Program graduates will receive a Doctorate of Philosophy Degree in Curriculum and Instruction with a specialization in inclusion

12. University of Oregon (H029D60061) Deborah Simmons

This new doctoral-level leadership program addresses the changing roles of special education leaders in higher education. The program maintains a primary emphasis on the preparation of candidates to be competent **researchers, teachers, and supervisors** who can provide specific, concrete solutions to problems that arise in teaching students with learning disabilities or academic learning problems. It addresses the invitational priority calling form "projects designed to foster successful coordination between and among special education and regular education teachers and administrators."

13. University of North Texas (H029D60067) Lyndal Bullock

This project is designed to assist in the amelioration of the critical shortage of leadership personnel in special education, specifically int he specialization areas of seriously emotionally disturbed/behaviorally disordered with a focus on collaboration and underrepresented populations.

14 University of Kansas (H029D60054) Richard Simpson

This is a combined generic-speciality doctoral program to prepare participants to assume positions as teacher educators, researchers, supervisors/managers, and clinicians. The generic component prepares students to assume leadership positions focusing on children and youth with either mild/moderate or severe/profound disabilities. The speciality component prepares students in careers related to children and youth with autism,attention deficit hyperactivity disorder and traumatic brain injury.

15. University of Memphis (H029D60041) Karen Pollock

The two major goals of this doctoral and postdoctoral program are: 1) to prepare scholars to assume leadership roles in research on communication and literacy in African American children and youth, and 2) to prepare scholars to educate future speech-language pathologists to work collaboratively with educators to improve the communication and literacy skills of African American children and youth.

HIGHLIGHTS OF
NEW LEADERSHIP GRANTS FISCAL YEAR 1997

1. University of Washington H029D70035 Owen White

This new project will prepare doctoral students for leadership careers in personnel preparation, research, and administration concerning the provision of educational services to children with disabilities. The program emphasizes collaboration among special educators, regular educators, related services personnel, early intervention specialists, and parents.

2. Lehigh University H029D70010 Edward Shapiro

This collaborative project links medical, educational, and psychological services within school settings for children with emotional/behavioral disorders (E/BD) or who are at-risk for developing E/BD. Graduates of this program will complete their Ph.D. in school psychology with a specialization in pediatric school psychology.

3. Univ. of Kentucky. H029D70065 Edward Blackhurst

This purpose of this project is to develop and implement a special education technology doctoral program focusing on delivering special education instruction via distance education systems. Graduates of this program will be qualified to assume leadership positions in the design of distance education programs, the development of instructional products for, administration of and evaluation of distance education programs.

4. Auburn University H029D70059 Craig Darch

The purpose of this project is to provide doctoral level training in special education, including early intervention, school-based instruction, and secondary transition.

5. University of Maryland H029D70038 Deborah Speece

The goal of this doctoral level project is to prepare leadership personnel as researchers and teacher educators in learning disabilities. This is accomplished through collaborative program planning, coursework, and apprenticeship experiences.

6. University of Kansas H029D70024 Donald Deshler

This doctoral level project prepares leadership personnel in fields related to the education of students with mild disabilities in mainstream environments. Students will learn to become efficient in "research-product development-system change" process.

7. Syracuse University H029D70049 Douglas Biklen

This doctoral level project will prepare leadership personnel in special education who can conduct original research and effectively teach in college and university teacher preparation programs that combine or coordinate training of regular and special educators.

8. Oregon State University H029D70026 Jeffrey A. McCubbin

This collaborative project will prepare doctoral level personnel to teach physical education to students with disabilities.

9. University of Kansas H029D70066 Karen Gallagher

This is an interdisciplinary program that will prepare doctoral level students in inter-professional collaboration for services to children from birth through eight years who have been diagnosed with disabilities or are at-risk and their families.

10. University of N. Carolina (Chapel Hill)
H029D70001 Sam Odom

This is an interdisciplinary project in early childhood, families, and early intervention. The project helps doctoral level students transition from trainee to junior colleague.

11. Virginia Polytechnic Institute H029D70030 Diane N. Gillespie

This project will enhance an existing doctoral program in Administration and Supervision of Special Education. It will expand to include students in general education who are preparing for careers as school principals and administrators at the district level and/or administrators of related service agencies.

12. Texas Woman's University H029D70014 Jean L. Pyfer

This program will prepare doctoral level students specializing in adapted physical education for leadership positions.

13. Research Foundation of SUNY H029D70062 William C. Mann

This interdisciplinary Ph.D. program prepares related services specialists, particularly physical and occupational therapists to develop and expand current theory and practice in rehabilitation, including services related to special education and early intervention for infants, toddlers, children, and youth with disabilities.

14. Pennsylvania State University H029D70006 Anna H. Gajar

The purpose of this project is to prepare American Indian/Alaska Natives to be leaders in special education by completing doctoral degree programs in either Special Education or Educational Administration.

HIGHLIGHTS OF
NEW LEADERSHIP GRANTS FISCAL YEAR 1998

1. Alfred University H029D80014 Mark Fugate

The purpose of this project is to train doctoral level school psychologists to be leaders in fostering coordination between regular and special education teachers, administrators, related services personnel, and parents through collaborative processes in rural schools.

2. Ohio State University. H029D80018 William Heward

The purpose of this project is to prepare Ph.D. students for careers in higher education as faculty for special education.

3. University of Georgia H029D80034 Zolinda Stoneman

This doctoral training program will prepare leadership personnel as researchers, university teachers, and policy specialists in programs for infants and young children with disabilities and their families.

4. University of Kansas H029D80037 Thomas Skrtic

This is a collaborative project that will develop a new doctoral and postdoctoral training program in Special Education Policy Integration. It will help prepare leadership personnel to serve infants, toddlers, children, and youth with disabilities.

5. George Washington University H029D80039 Maxine Freund

This interdisciplinary project is designed to prepare leadership for faculty positions in early childhood special education.

6. Florida State University H029D80047 Bruce Menchetti

This project will provide doctoral level personnel with expertise in transitional services and support for youth with disabilities through interdisciplinary coursework and shared field-based leadership experiences.

7. Florida State University H029D80048 Howard Goldstein

The goal of this doctoral level program is to provide leadership to educators and related service personnel who are interested in developing interdisciplinary research programs, service delivery systems, and policies that reduce preventable disabilities and enhance the quality of life for children with disabilities and their families.

8. University of Nebraska-Lincoln H029D80046 David Beaukelman

This doctoral level project will provide leadership training in the area of augmentative and alternative communication for children and adults are unable to meet their daily communication needs through natural speech.

9. Vanderbilt University H029D80049 Joseph Wehby

This doctoral level project will prepare leadership personnel in the area of learning disabilities. Specifically, graduates will be able to conduct intervention research that bridges the research-to-practice gap, forge education-community integrative collaboration, and work effectively with mainstreamed students with learning disabilities and their teachers.

10. University of Virginia H029D80050 James M. Kauffman

This project expands the current doctoral training program to include collaboration with historically black colleges and universities. Key program features include preparing teacher trainers with a special expertise in multicultural special education.

HIGHLIGHTS OF
NEW LEADERSHIP GRANTS FISCAL YEAR 1999

1. Vanderbilt University (H325D990023) Ann Kaiser

This project will provide training for doctoral students in Early Childhood Special Education to assume leadership positions as university instructors, researchers, and program directors.

2. Wichita State University (H325D990064) Raymond Hull

The purpose of this project is to recruit and prepare doctoral-level students for leadership positions in speech-language pathology and audiology.

3. Johns Hopkins University (H325D990062) Michael Rosenberg

This is a collaborative multi-agency project designed to prepare doctoral students to provide leadership in special education service delivery and in designing pre-service and in-service training and consultation activities.

4. University of Northern Colorado (H325D990059) Kay Alicyn Ferrell

This project will continue and enhance the current doctoral program in leadership training in special education across three low prevalence disability categories: blindness, deafness, and severe disabilities.

5. New Mexico State University (H325D990052) Anne Gallegos

The program will prepare doctoral level personnel to administer, enhance, or provide services to children with disabilities by providing interdisciplinary training in multicultural special education and a cognate field.

6. University of Oregon (H325D990076) Gerald Tindal

This is a collaborative, multi-agency doctoral-level leadership program focusing on standards-based assessments and the resulting decision-making process.

7. University of Arizona (H325D990008) James Chalfant & Margaret Pysh

This is an interdisciplinary, doctoral-level program designed to prepare administrators of special education services with specific expertise in special and general education administration and cultural and linguistic differences.

8. University of Massachusetts (H325D990073) William E. Kiernan

This is a collaborative project that will focus on leadership in special education services and disability policy in both the Doctor Study in Leadership in Urban Schools and the Ph D. in Public Policy Programs.

9. College of William and Mary (H325D990060) Brenda Williams

This is a doctoral level, competency-based program in leadership for collaborative service delivery. Its main emphasis is on effective planning, implementing, and evaluating of programs for students with disabilities in more inclusive settings.

10. University of Kansas (H325D990038) Richard Simpson

This project will combine generic doctoral training in special education with specialty work in the areas related to the education of children and youth with emotional/behavioral disorders, autism-related disorders, and students whose behavioral and social deficits and excesses make them vulnerable to significant negative consequences related to disciplinary policies.

11. University of Colorado (H325D990037) Brenda Schick

This is a doctoral level program with an emphasis on childhood deafness. Training will focus on leadership in research, teaching, and working with professionals who provide direct services.

12. University of Nebraska (H325D990035) Michael H. Epstein

This project will prepare doctoral level students for leadership positions in the education of children with emotional and behavioral disorders. Key program components include competencies in teacher trainer, applied researcher, interagency collaboration, and law and policy.

13. University of Kansas Med Ctr (H325D990030) Barbara Luetke-Stahlman

Project LEAD (Leadership through Education and Advocacy for Students who are Deaf, Hard of Hearing, and/or Deaf-Blind) will focus on low-incidence disability training for new special education leaders. Emphasis areas include through transformational and transdisciplinary leadership training.

14. Pennsylvania State University (H325D990029) Kathy L. Ruhl

The program expands current leadership training efforts. It will provide a number of support strategies, i.e., financial, social-emotional, and mentoring, to assist doctoral level students complete the leadership program.

15. University of Nebraska-Lincoln (H325D990010) Susan M. Sheridan

This doctoral level project focuses on developing a home-school consultation/SED specialization in the school psychology program that will emphasize "conjoint behavioral consultation."

16. Texas A & M University (H325D990009) Richard I. Parker

This collaborative interagency program will focus on preparing special education administrators with a specialty in community-based service for meeting the multiple needs of families and children.

17. University of Kansas (H325D990069) Thomas Skrtic

This project will provide special education doctoral training for school principals. This interdisciplinary special education program focuses on policy implementation, integration, and evaluation methods and processes.

18. University of Mass – Amherst (H325D990075) Mary Lynn Boscardin

This program will provide leadership training in special education administration with an emphasis on integrated training in general education and special education administration. Another key emphasis includes preparing special education administrators to address effectively the increasingly complex demands in the field amidst the increasing diversity among the students with disabilities.

19. George Washington University (H325D990014) Carol A Kochhar

This project will develop an interdisciplinary faculty advisory team across the special education, regular education, rehabilitation and counseling, and human services programs. The project will guide doctoral students specializing in transition service delivery for youth, ages 14-22.

DATA FORMS

GRANT NUMBER_____ PROJECT DIRECTOR_____

AGENCY_____ AMOUNT REQUESTED/FUNDED_____ STATE_____

PROJECT DIRECTORS AND KEY PERSONNEL OVER .20 FULL TIME EQUIVALENCY							STUDENT ASSISTANCE		INCLUDE GRADUATE ASSISTANT/ASSOCIATE	
	FEDERAL			CONTRIBUTED			FEDERAL SUPPORT TOTAL $	#STUDENTS ON FED SUPPORT PER YEAR	FULL TIME	PART TIME
	AY	ACY	SUM	AY	ACY	SUM				

AY = ALL YEAR, ACY = ACADEMIC YEAR, SUM = SUMMER

CIRCLE CHOICES THAT APPLY

ADD ATTENTION DEFICIT DISORD
ADM ADMINISTRATIVE
APE ADAPTED PHYSICAL ED
ART ART
ASST DEV ASSISTIVE DEVICE
ASSESS ASSESSMENT
AUD AUDIOLOGY
AUG AUGMEN COMM
AUT AUTISM
BE BILING/BICULT
BL BLIND
CAR CAREER ED
COLL COLLABORATION
CON TCHR CONSULT TCHR
COUNS COUNSELORS
CORR CORRECTION ED
CSPD COMP SYS PERS DEVELOP
DEAF DEAF
DIST DISTANCE ED
D B DEAF BLIND
GEN GEN SPEC ED
HI HEARING IMPAIRED
INCLU INCLUSION
INTER INTERDISCIPLINARY
INTERP INTERPRETER
LD LEARNG DISAB
LRE LEAST RES ENV
MR MENTALLY RETAR
MH MULTIPLE DISABILITIES
NURS NURSING
OH OTHER HEALTH IMPAIRED
OR ORTHOPEDIC
O-M ORIENTATION/MOBILITY
OT OCCUPAT THER
PARA PARAPROFESS
PARX PARENT TRNG EXPERIMENTAL
POL POLICY
PT PHYSICAL THER
PTI PARENT TRAIN/INFO
PSY PSYCHOLOGY
REC THERAPEUTIC REC
REFM SCHOOL REFORM
REG ED REGULAR ED
RELA RELATED SRVCS
RES RESEARCH
RHC REHAB COUNSELORS
SED SERIOUS EMOT DISTURB
SEV SEVERE
SI SENSORY IMP
S-L SPEECH/LANG IMPAIR
SOCI SOCIAL WORK
TBI TRAUMATIC BRAIN INJ
TECH TECHNOLOGY
TRAN TRANSISTION
VOC VOCATIONAL ED
VIS VISUALLY IMPAIR

DEGREE

AA ASSOCIATE
BA BACHELOR
MA MASTERS
SPEC SPECIALIST
DOC DOCTORATE
POST DOC POST DOCTORATE
CERT CERTIFICATION

SPECIAL POPULATIONS

ASIA ASIAN/PAC ISL
BL BLACK NOT HISP
HBCU HISTORICALLY BLACK COLLEGE/UNIVERSITY
HISP HISPANIC
INC INNER CITY
MIG MIGRANT
NAT NATIVE AMERICAN
RUR RURAL
OTH OTHER

TARGET POPULATION

INF INFANTS 0 2
PRESCH PRESCHOOL 3 5
ELEM ELEMENTARY 6 13
SECONDARY 14 17
POST-SECONDARY 18 21

TYPE OF PROJECT

PRE PRESERVICE
IN INSERVICE

COMPETITIVE PRIORITY

_____
_____
_____
_____

MAJOR FOCUS

_____
_____

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UNITED STATES DEPARTMENT OF EDUCATION

FUNDING DOCUMENTATION FOR GRANTS AND COOPERATIVE AGREEMENTS

(PLEASE READ INSTRUCTIONS ON THE REVERSE BEFORE COMPLETING THIS FORM)

1. PR/AWARD NUMBER

2. NAME OF APPLICANT

3. STATE

4. APPLICANT'S PROJECT DIRECTOR

NAME:

PHONE ( ) -

5. ENTITY NUMBER

6. ACTION TYPE

NEW ☐

NCC ☐

REV ☐

7. COOPERATIVE AGREEMENT ☐

8. PROJECT LENGTH

____ MONTHS

9. RECOMMENDED AWARD PERIODS

BUDGET PERIOD / / TO / /

PROJECT PERIOD / / TO / /

10. BUDGET AMOUNTS

BUDGET CATEGORIES	REQUESTED BY APPLICANT	RECOMMENDED BY PROGRAM STAFF	NEGOTIATED BY GCS
PERSONNEL			
FRINGE BENEFITS			
TRAVEL			
EQUIPMENT			
SUPPLIES			
CONTRACTUAL			
CONSTRUCTION			
OTHER			
INDIRECT COSTS			
TRAINING COSTS/ STIPENDS	(%)	(%)	(%)
INSTITUTIONAL ALLOWANCE			
TOTAL			

11. BUDGET NOTES

PROGRAM	GCS

12. OTHER REQUIREMENTS

COST-SHARE: % $

REPORTS:

13. CARRY-OVER

14. FISCAL DATA

FISCAL YEAR

CAN

OBJECT CLASS

AMOUNT RECOMMENDED

AMOUNT NEGOTIATED

15. ED PROGRAM STAFF

PHONE

BLDG/ROOM

REVISED 12/88

REPLACES ED FORMS 5378 & 5378-1, WHICH ARE OBSOLETE

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